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IDENTIFIERS Ditto Masters; *Spanish (Second Language)

ABSTRACT

The supplement and ditto packet to the Spanish as a Second Language strand of unit six for second graders contains activities for both seatwork and group participation. Unit six is oriented toward the basic theme of the neighborhood as a community; Kits 21-24 reflect the spiraling questions of what the elements are, how wants and needs are satisfied, how changes occur, and what happens as a result of change. The illustrations help stimulate oral language and conceptual development and are used for such activities as identifying objects, retelling stories, and guiding class discussions. Cutouts can be rearranged in story sequences or used for characters and backdrops in a puppet play. Ditto masters are provided for making multiple copies of visuals or for written seatwork. These include such exercises as matching pictures with words, fill-in-the-blanks, and formulating simple equations. Specific topic areas studied include places in a neighborhood, nutrition, doctors and other health-related topics, the seasons, kinds of clothing, and weather conditions. Each kit within the unit is designed for a period of instruction of two to three weeks. Language on materials for classroom use is in Spanish. (DS)

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SCDC Spanish Curricula Units

Spanish SL

Unit 6 Grade 2

Supplement & Ditto Packet

RC 010914

Unit 6 Kits 21-24

Spanish SL Strand

Supplement

DISSEMINATION AND ASSESSMENT
CENTER FOR BILINGUAL EDUCATION

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Spanish Curricula Development Center
MIAMI, FLORIDA

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for Bilingual Bicultural Education
Education Service Center, Region XIII
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Spanish Curricula Development Center
Dade County Public Schools
1420 Washington Ave.
Miami Beach, Fla. 33139

PREFACIO

El Spanish Curricula Development Center y el Dissemination Center for Bilingual Bicultural Education se establecieron por el Bilingual Education Programs Branch, U.S.O.E., para apoyar los programas de enseñanza bilingüe. Los materiales que aquí se incluyen integran una de las diez unidades básicas de instrucción a nivel primario y representan un cumplimiento parcial de esa encomienda.

Cada unidad de instrucción se compone de cuatro kits y cada kit se prepara para un período de instruccion de dos a tres semanas. Los materiales abarcan cinco hilos de instrucción: Español como lengua vernácula, Ciencias Sociales, Ciencias y Matemáticas, Bellas Artes y Español como segunda lengua.

Este Suplemento revisado está basado en la información provista por los centros de experimentación a través de la nación, cuya población estudiantil incluye niños méxico-americanos, puertorriqueños y cubanos así como otros niños que representan un amplio grupo de origen hispano. Esta edición refleja las contribuciones valiosas de maestros, administradores, especialistas, coordinadores de los centros experimentales, del Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), y miembros de este centro que están desarrollando las ediciones regionales.

Esperamos que las escuelas que usen este Suplemento revisado continuarán expresando sus reacciones para que los materiales puedan ser revisados y lograr así el mejoramiento de esta edición.

PREFACE

The Spanish Curricula Development Center and the Dissemination Center for Bilingual Bicultural Education were established by the Bilingual Education Programs Branch, U.S.O.E., in support of bilingual instruction programs. The materials here included are components of one of ten basic instructional units for the primary level and represent a partial fulfillment of that obligation.

Each instructional unit consists of four kits, and each kit is designed for a period of instruction of two to three weeks. Materials are provided for five instructional strands: Spanish Language Arts, Social Science, Science/Mathematics, Fine Arts, and Spanish as a Second Language.

This revised Supplement incorporates feedback from field testing centers across the nation whose pupil populations include children of Mexican-American, Puerto Rican, and Cuban backgrounds, as well as children representing a wide range of other Spanish background origins. It reflects valuable contributions of teachers, administrators, field trial coordinators, consultants, the Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), and members of the Spanish Curricula Development Center staff who are developing regional editions. It is our hope that schools using the revised Supplement will continue to provide feedback so materials may continue to undergo revision based on actual classroom use and community response.

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Director, DACBE

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INTRODUCCIÓN

Este Suplemento revisado contiene materiales visuales diseñados para ayudar al maestro a desarrollar con éxito las actividades incluídas en las guías de los distintos hilos de instrucción.

Las ilustraciones se incluyen para ayudar a estimular el lenguaje oral y el desarrollo de conceptos. Algunas de ellas están diseñadas para ser recortadas y usadas en pequeños grupos o individualmente, y otras para ser usadas en su tamaño completo.

El material está presentado en su forma más sencilla y no ha sido diseñado para constituir en sí un programa de arte.

El maestro puede colorear las láminas y montarlas en cartulina para facilitar su uso, si así lo desea. También puede añadir otros materiales en la presentación de las actividades y animar a los alumnos a que contribuyan con ilustraciones de su propia creación.

Colaboraron en la confección de las ilustraciones la señorita Adelfa Cantelli, las señoras Elpa Soler, Irma Laucirica y Rose L. Nash y el señor Paulino Fernández.

INTRODUCTION

This revised Supplement contains visual aids designed to help the teacher successfully carry out the activities included in the guide of the corresponding instructional strand.

The illustrations are provided to help stimulate oral language and conceptual development. Some of them are designed to be cut out for manipulations with small groups and individuals, while others are full size to be left intact.

The material here presented is generally in its simple form; it has not been designed as an art program.

The teacher may, if he so desires, color the pictures and mount them on cardboard to facilitate their use. The teacher may also add other materials in the presentation of his activities and encourage pupils to contribute their own original illustrations.

Collaborating in the preparation of the illustrations were Adelfa Cantelli, Elpa Soler, Irma Laucirica, Rose L. Nash and Paulino Fernández.

Carmen Otero
Chairman, Kit Manufacture

KIT 21

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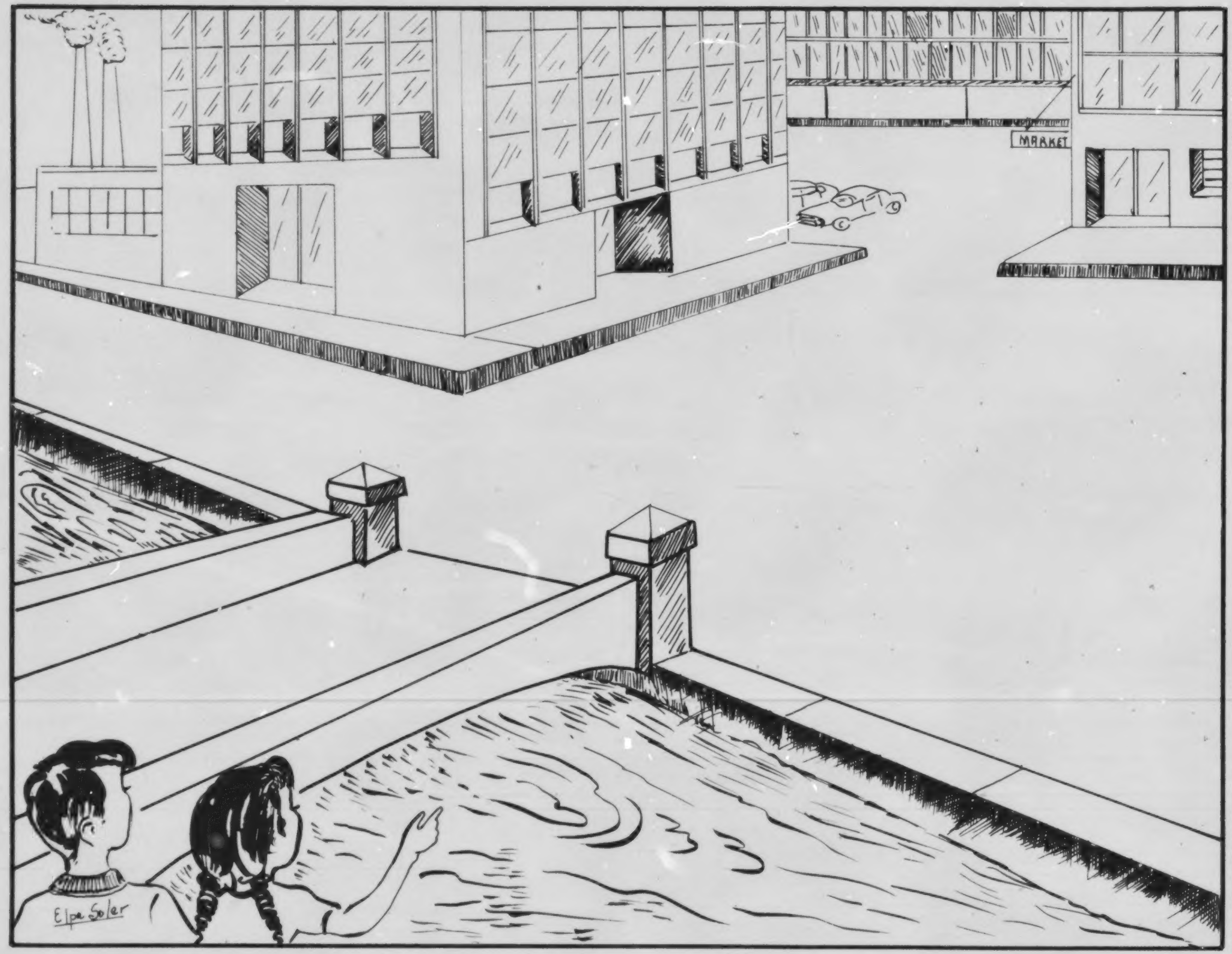
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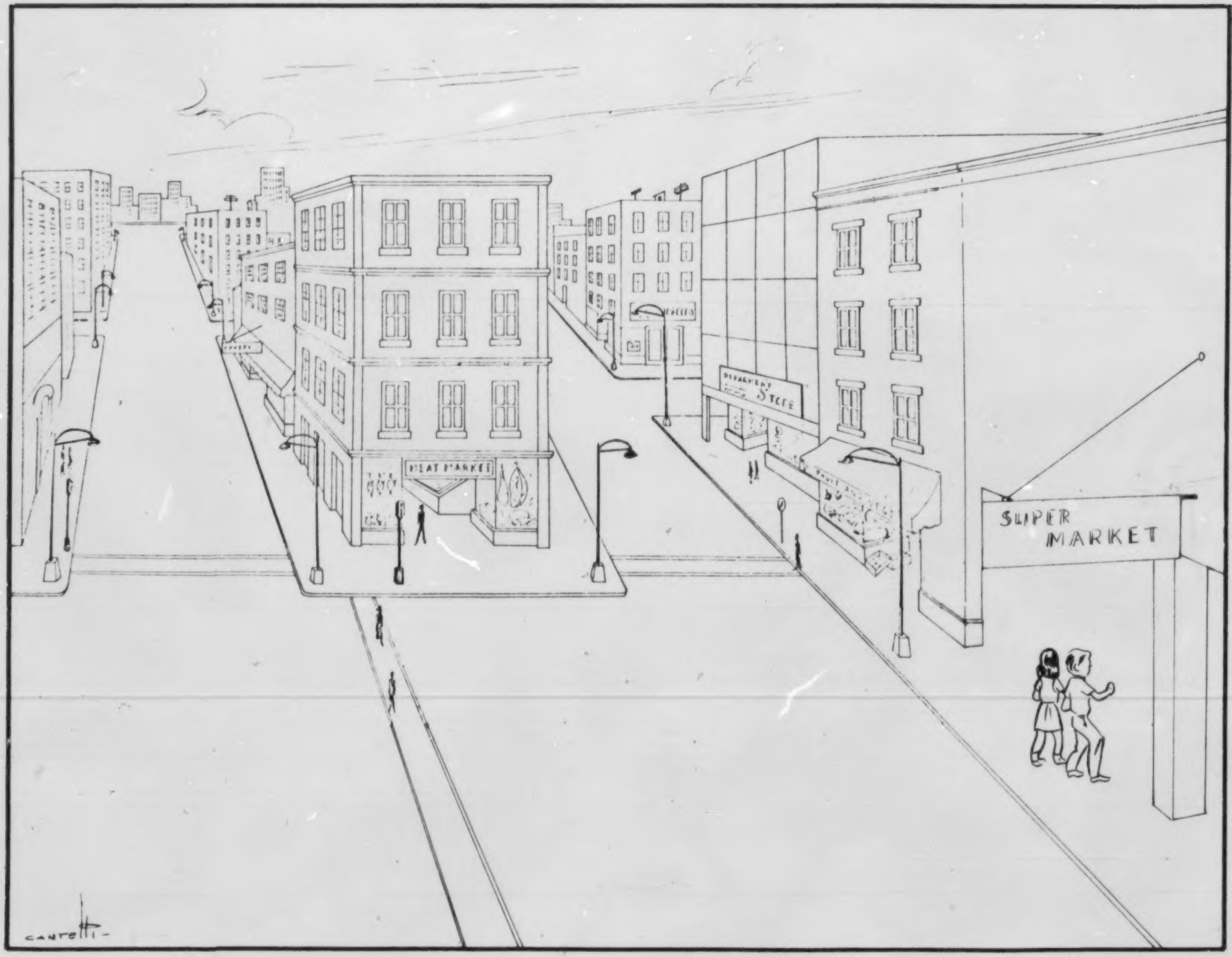
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Para usar con Spanish SL Strand

Kit 21, Suplemento

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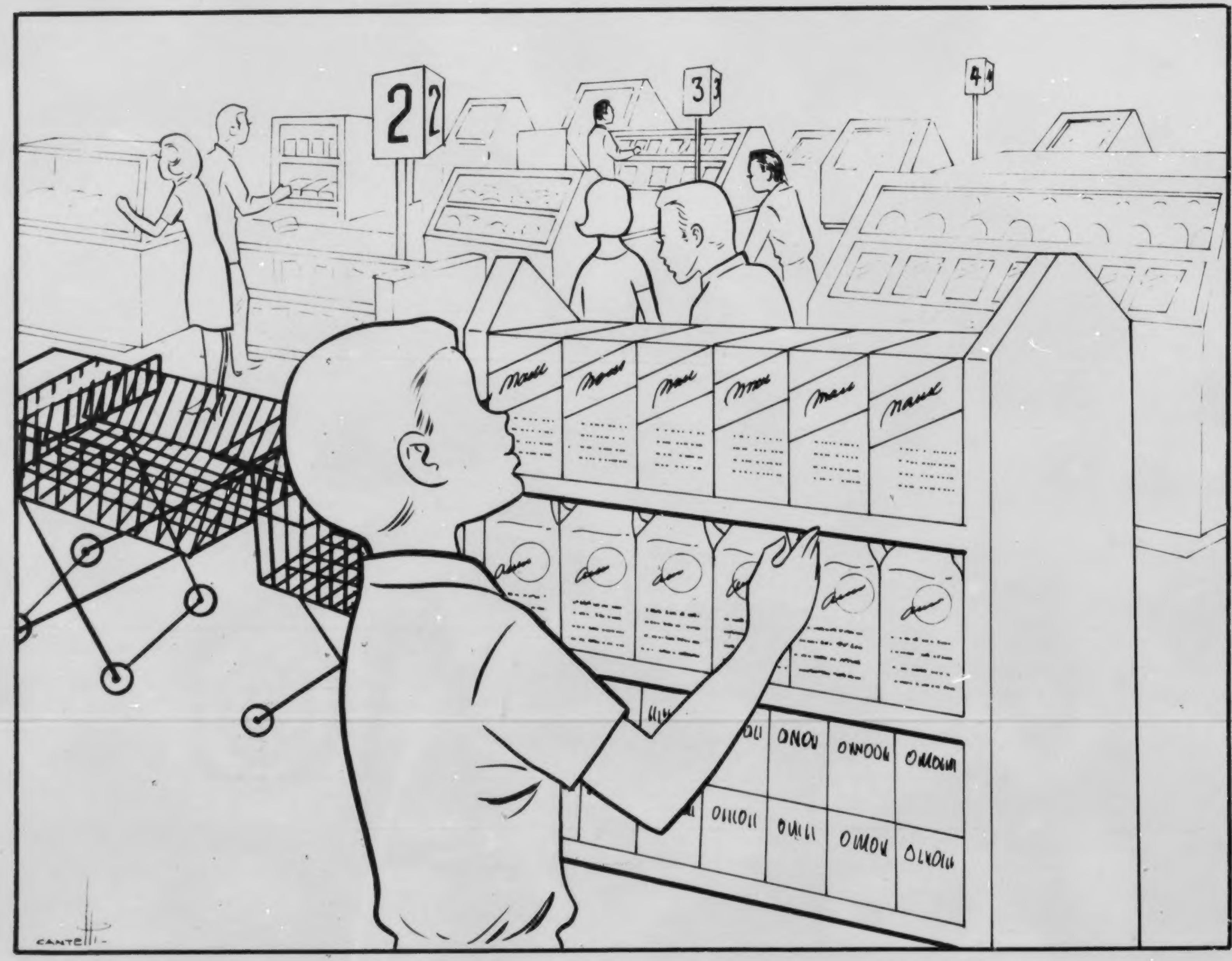
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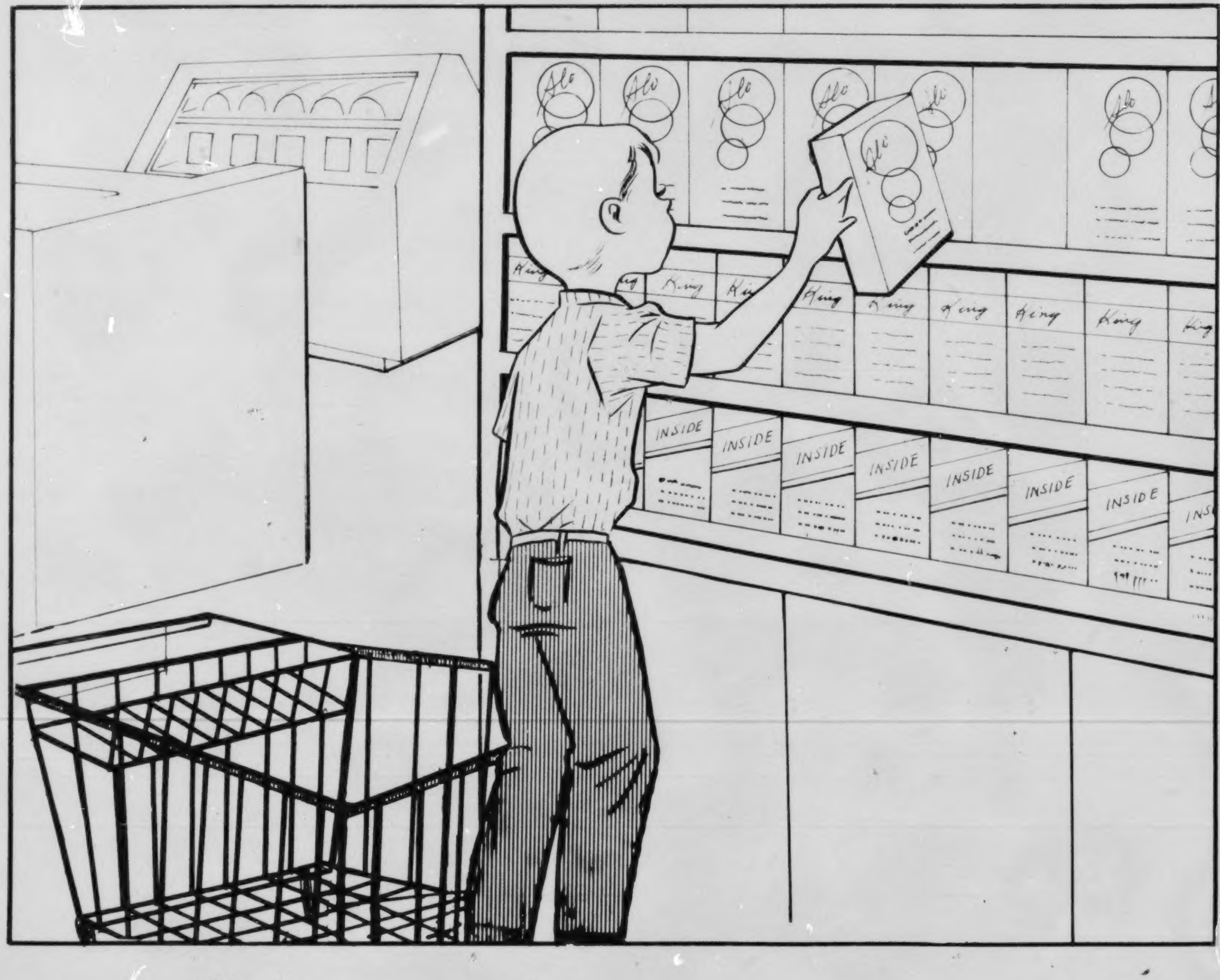
Kit 21, Suplemento

Para usar con Spanish SL Strand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INSIDE

Para usar con Spanish SL Strand

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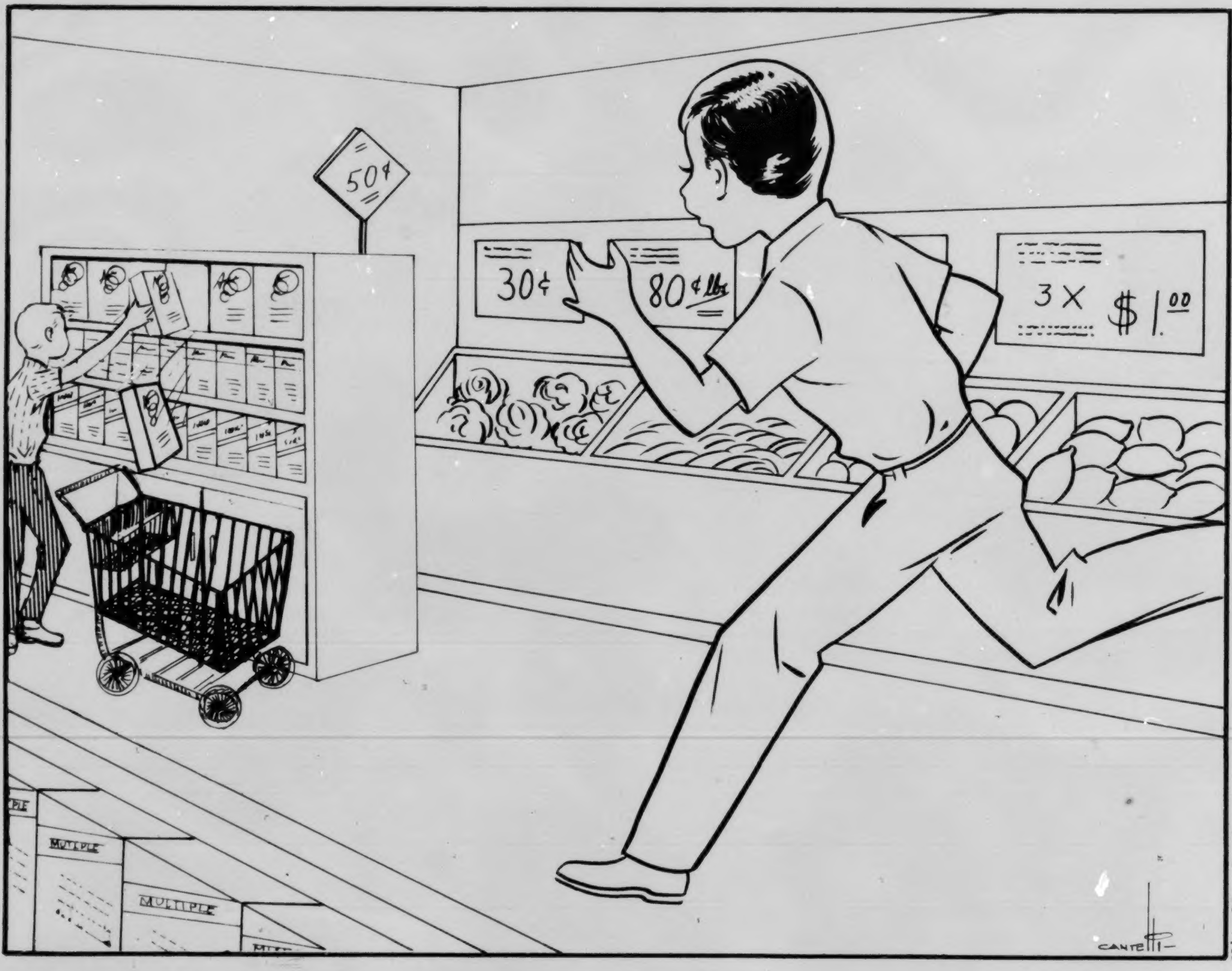
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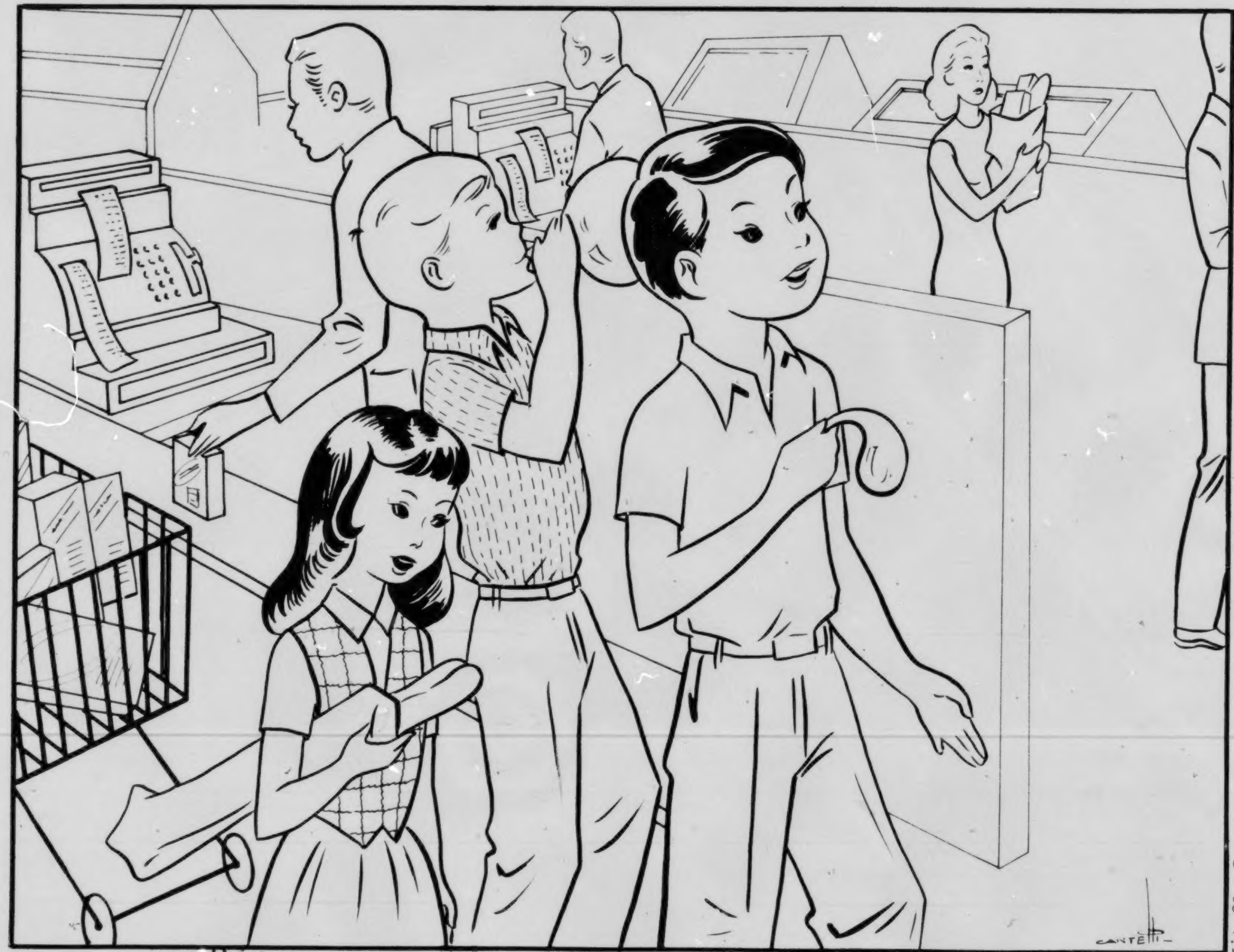
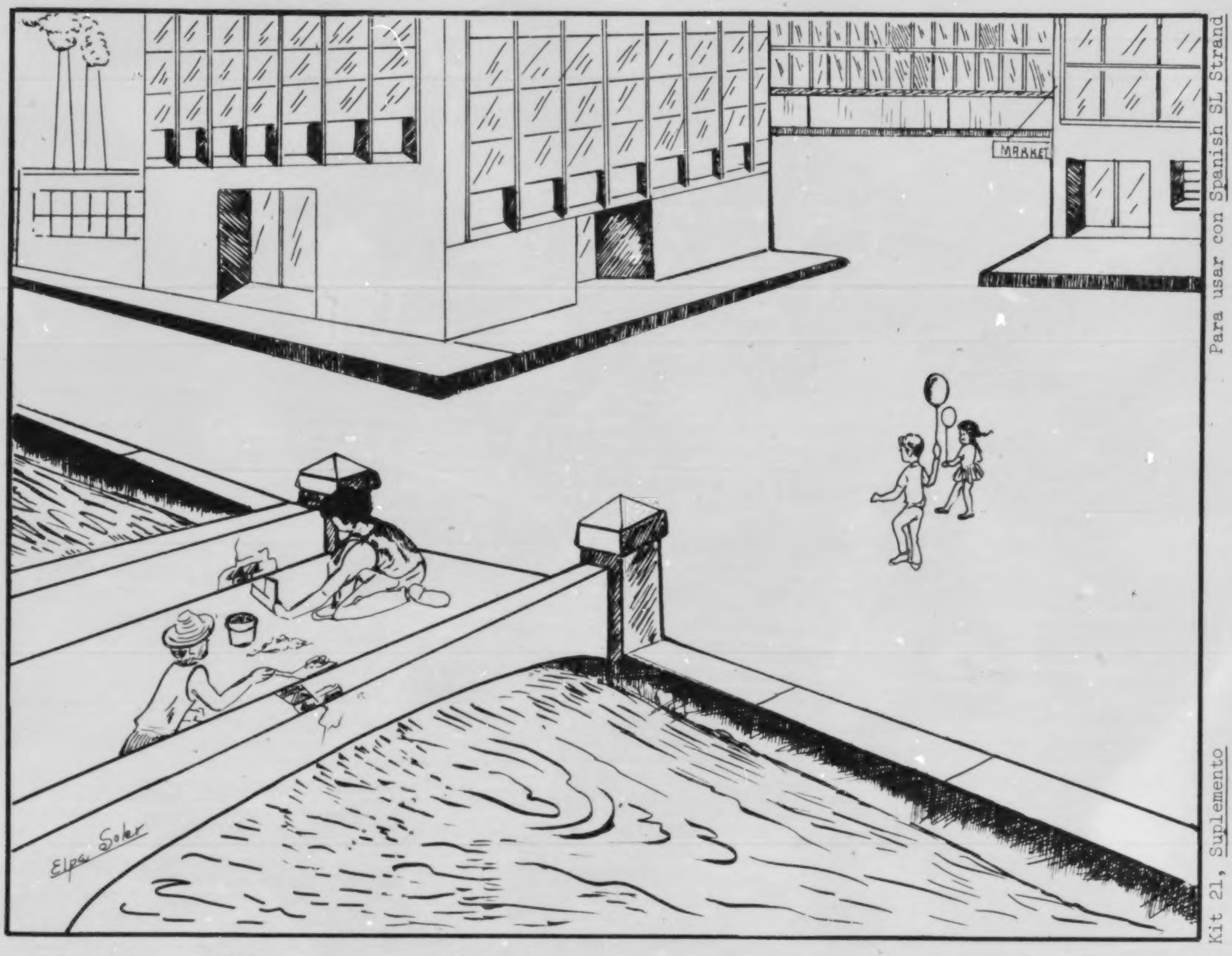
Kit 21, Suplemento Para usar con Spanish SL Strand 6



Kit 21, Suplemento

Para usar con **Spanish** SL Strand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Kit 21, Suplemento

Para usar con Spanish SL Strand

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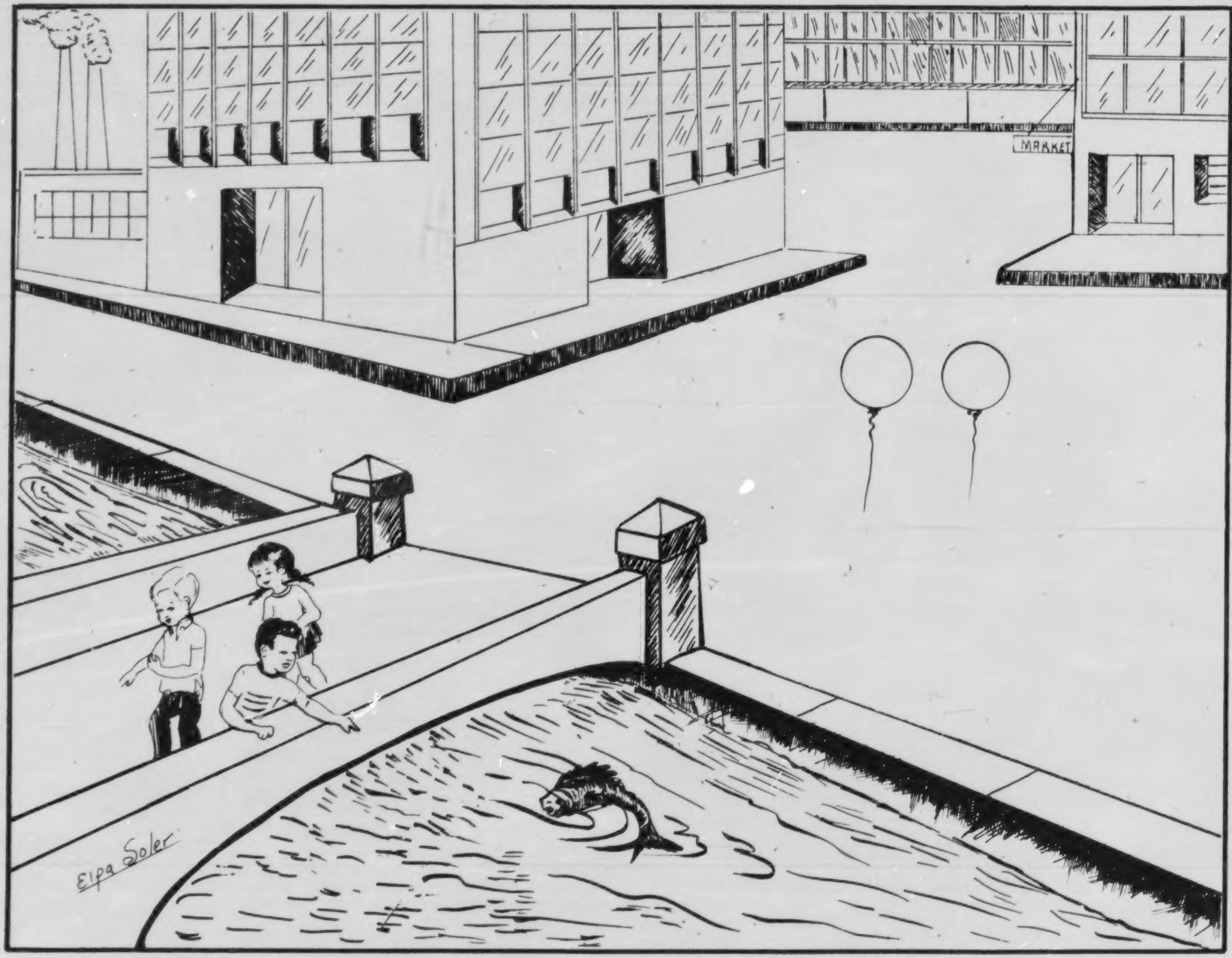
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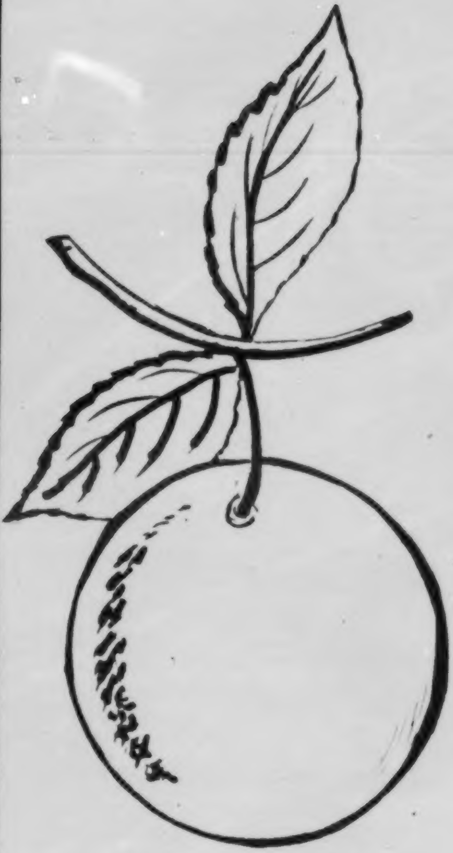

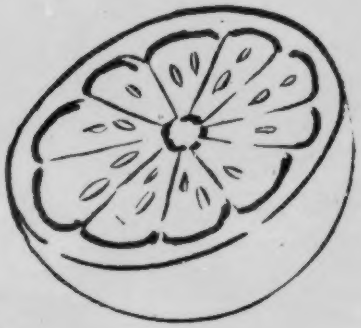

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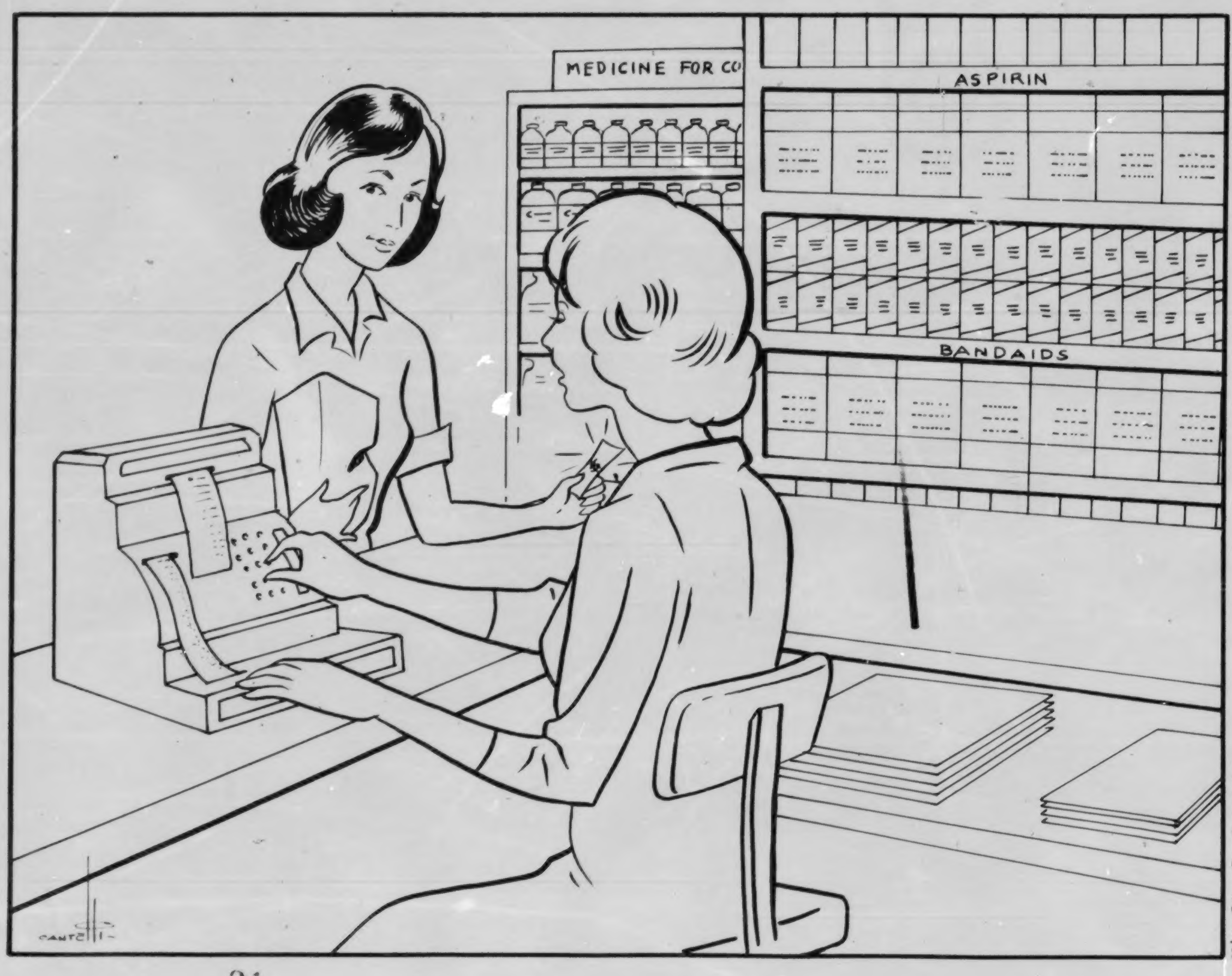
MEDICINE FOR CO
ASPIRIN
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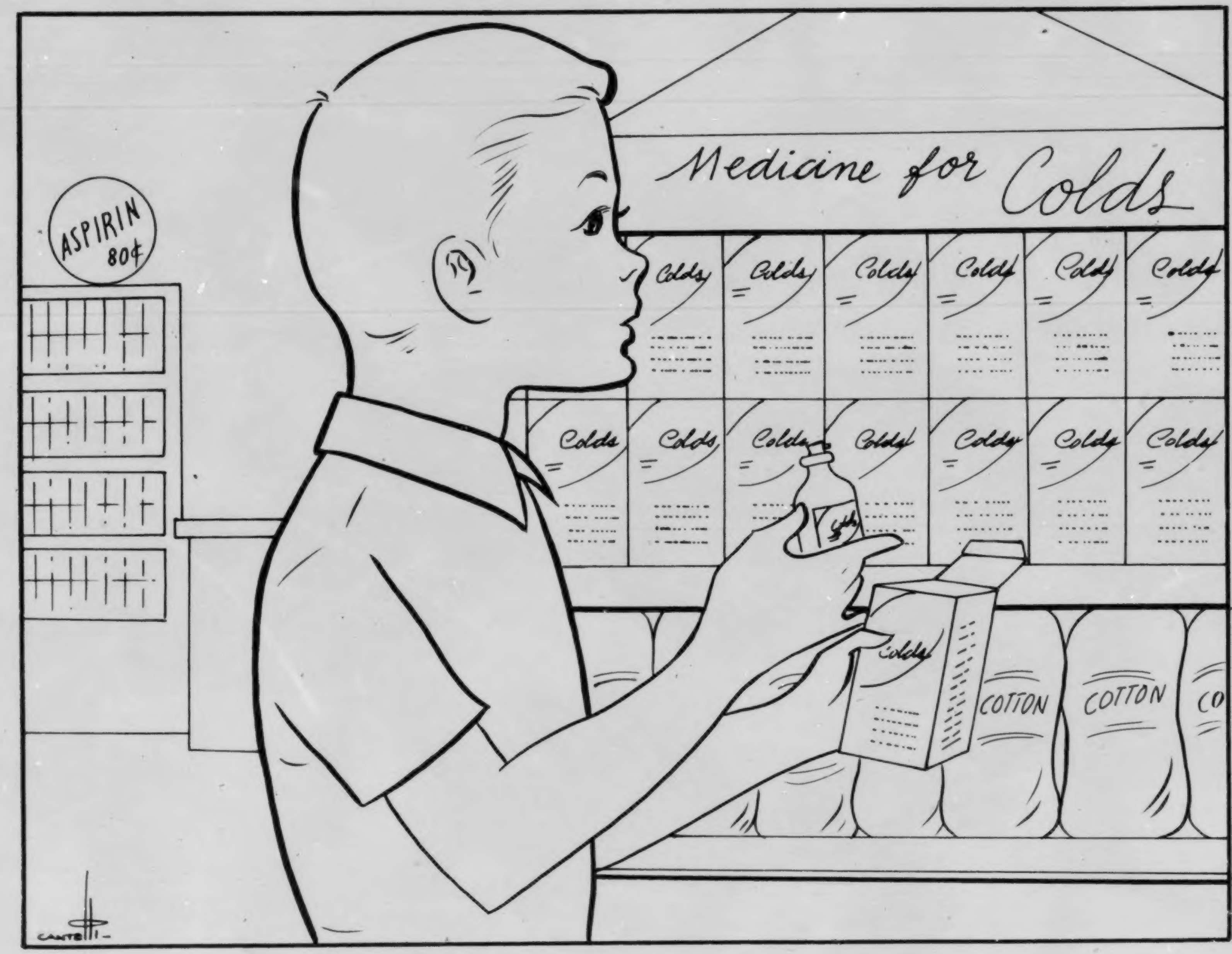
Kit 21, *Suplemento*

Para usar con *Spanish SL Strand*

Kit 21, Suplemento

Para usar con Spanish SL Strand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ASPIRIN 80¢
Colds
COTTON

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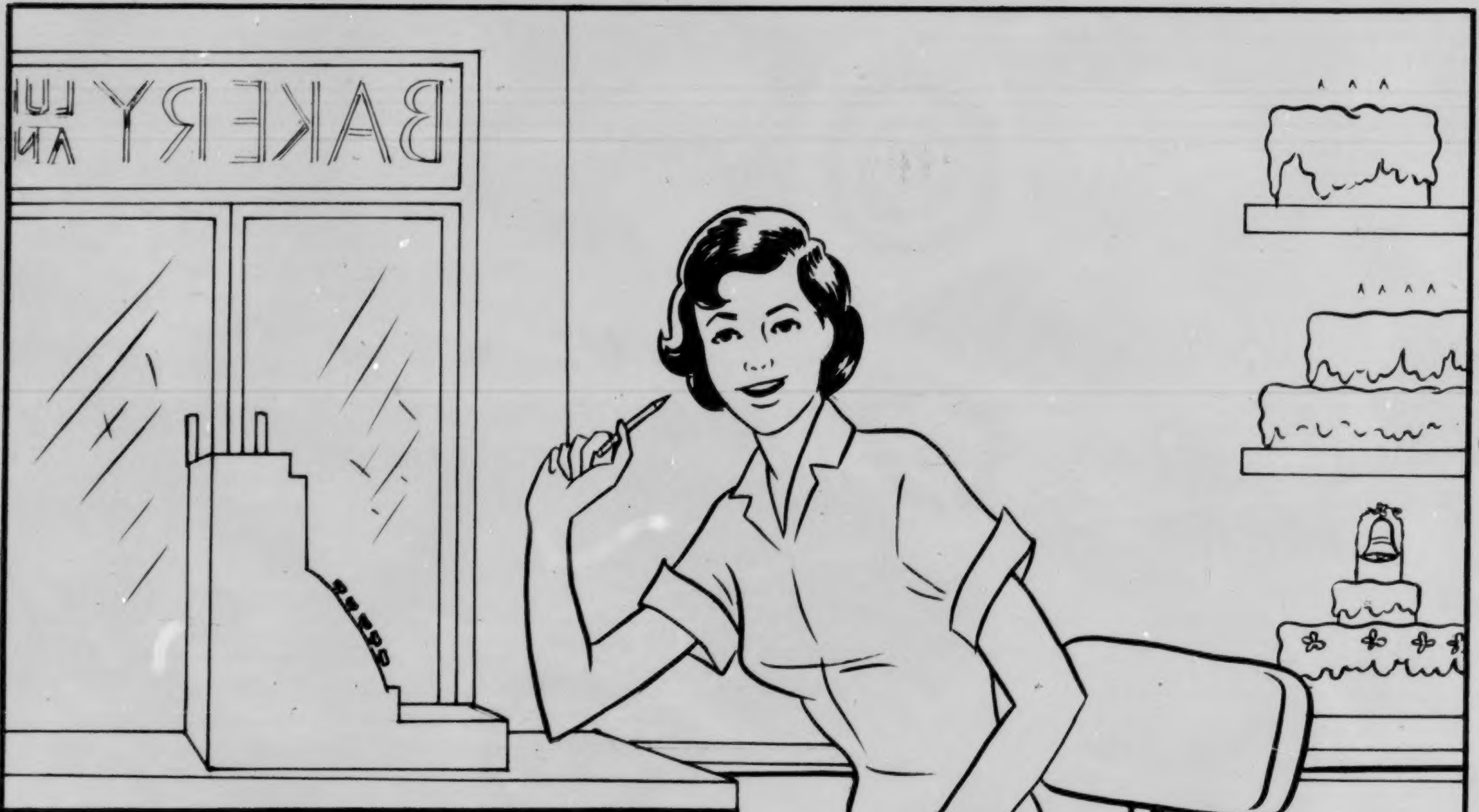

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Kit 21, Suplemento

Para usar con Spanish SL Strand

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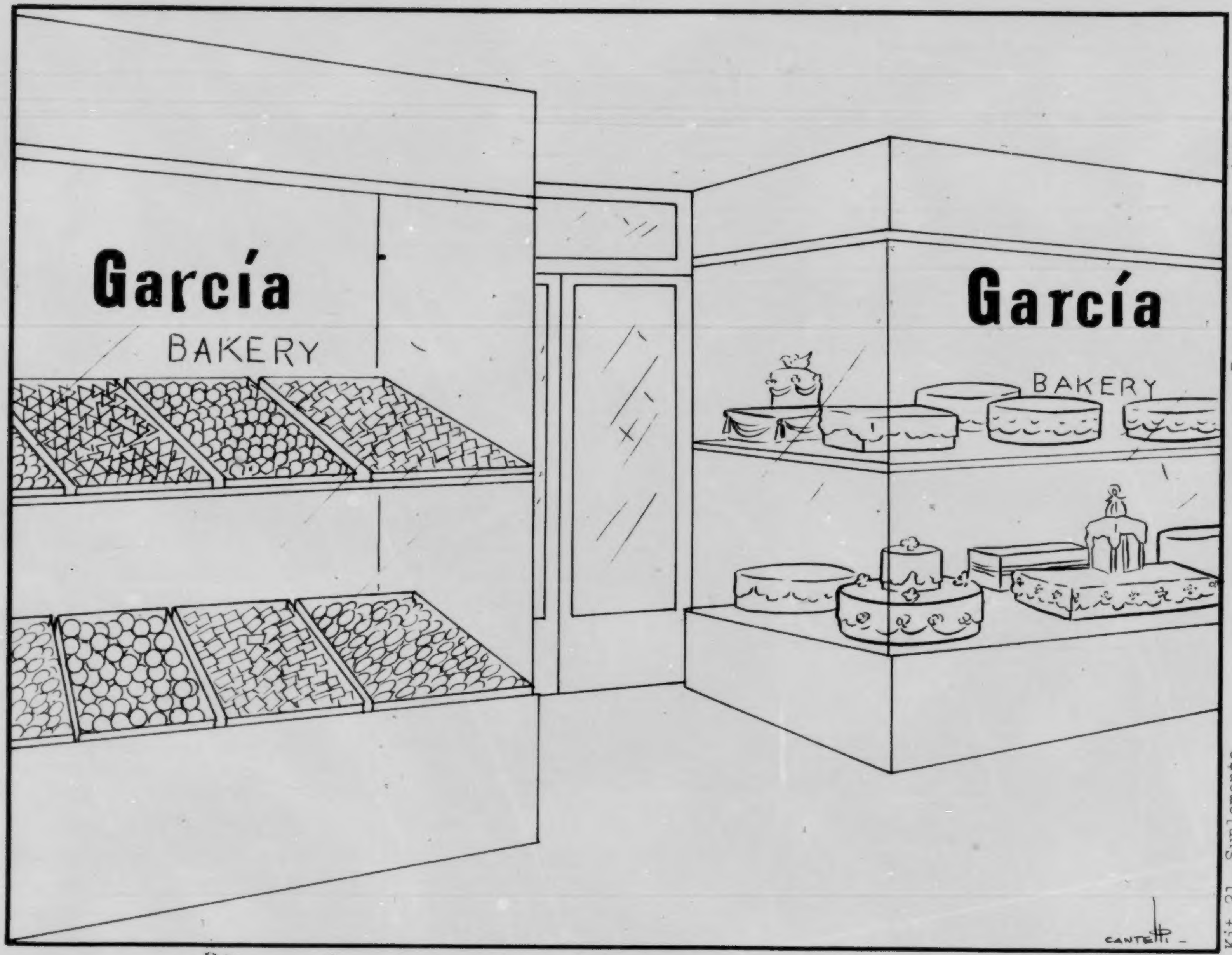
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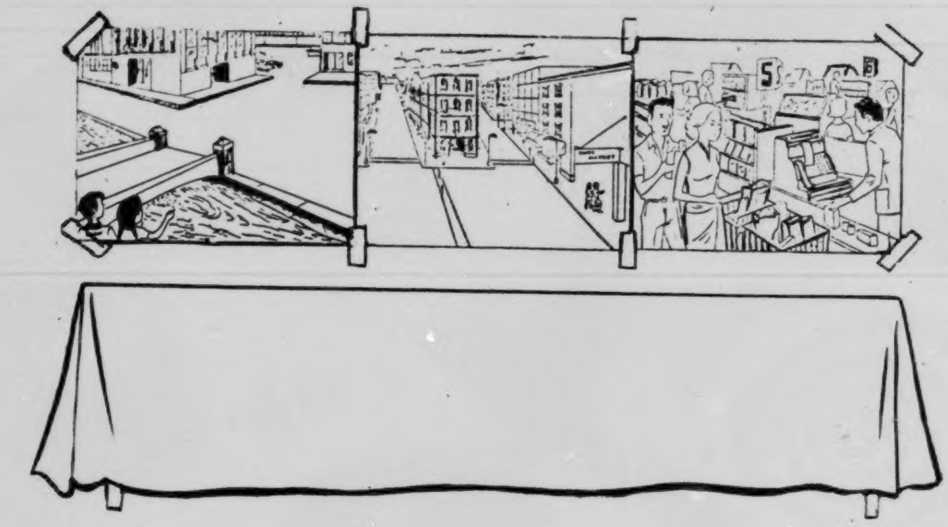
Kit 21, Suplemento

Para usar con Spanish SL Strand



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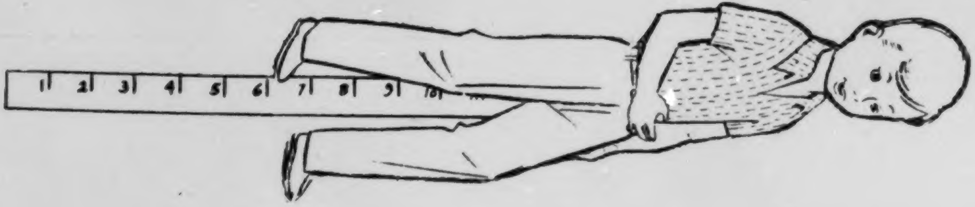
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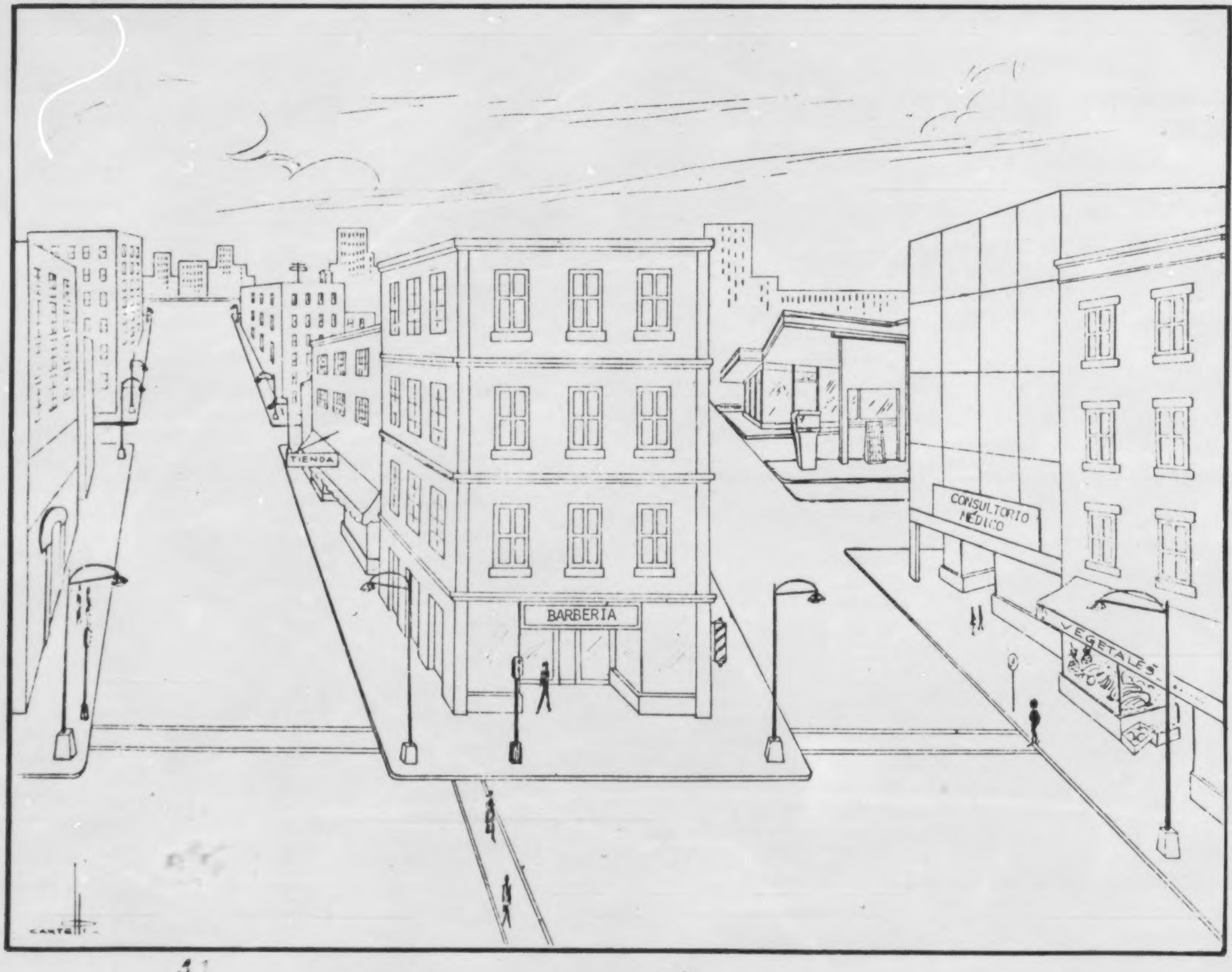
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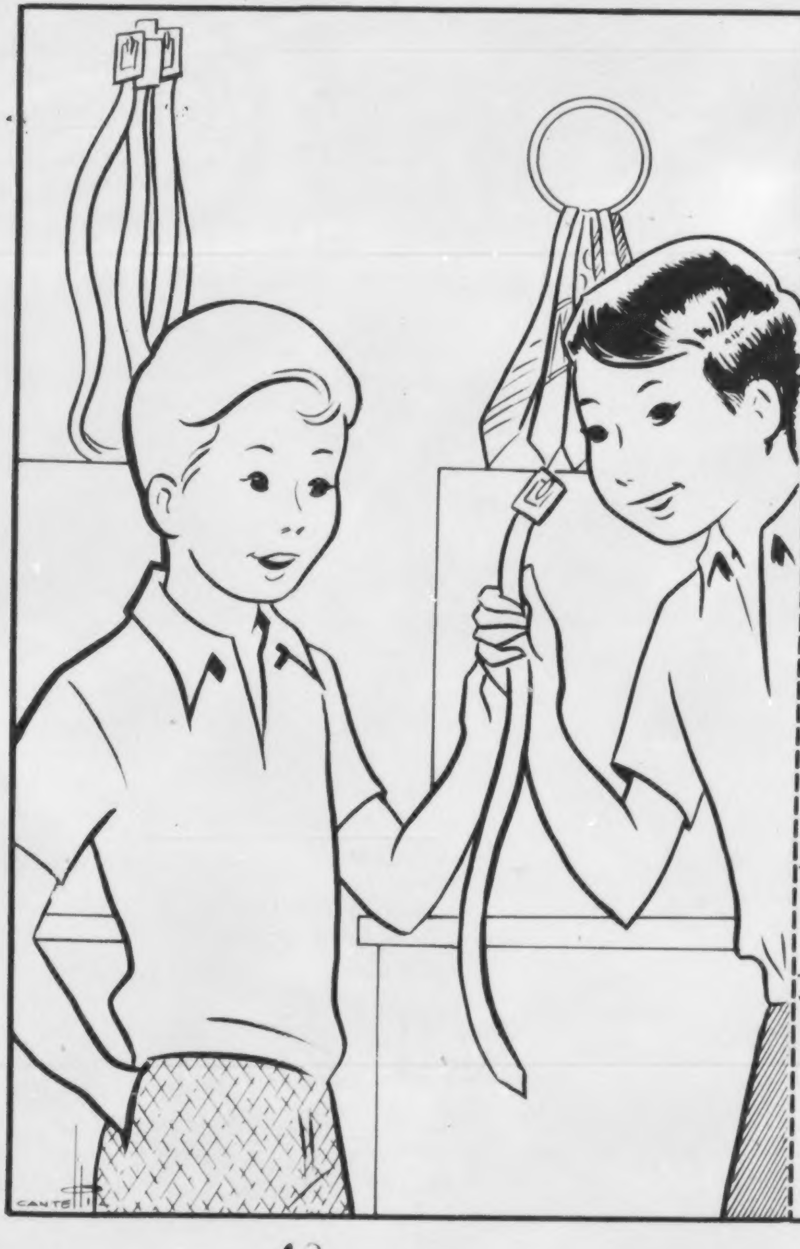

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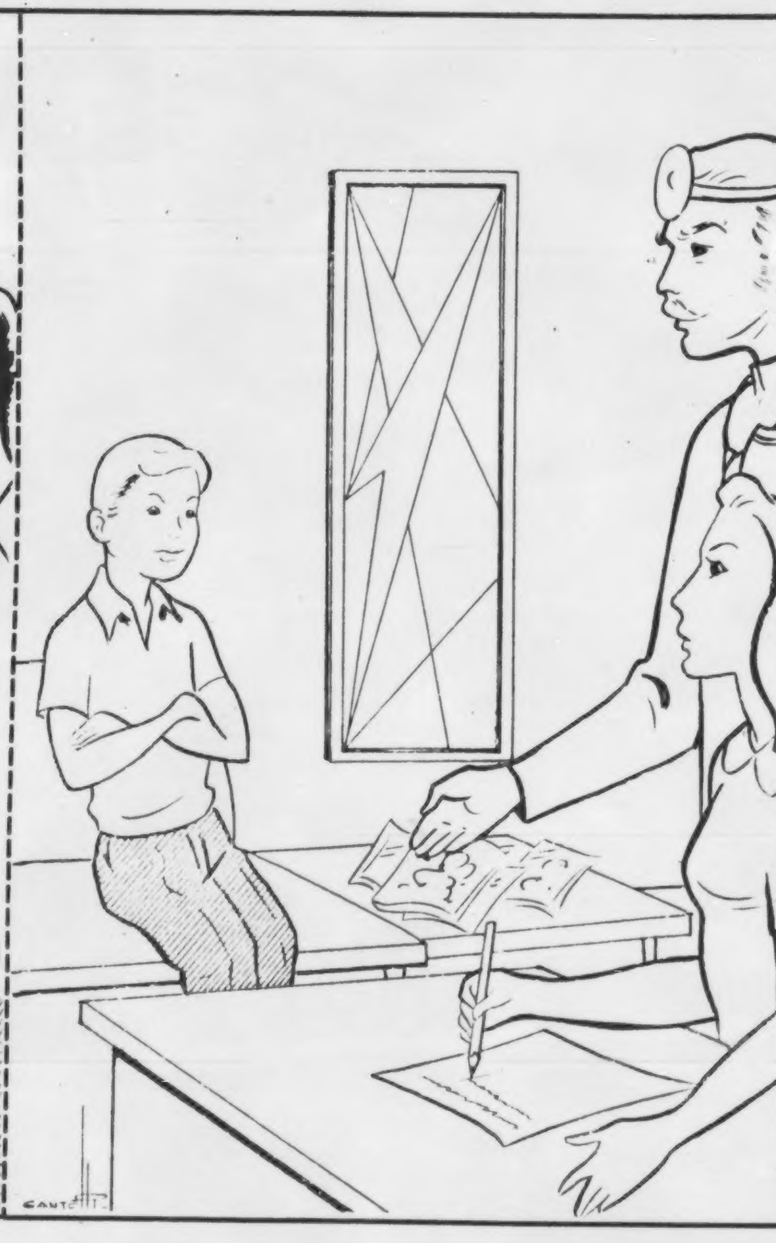

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Kit 22, Suplemento

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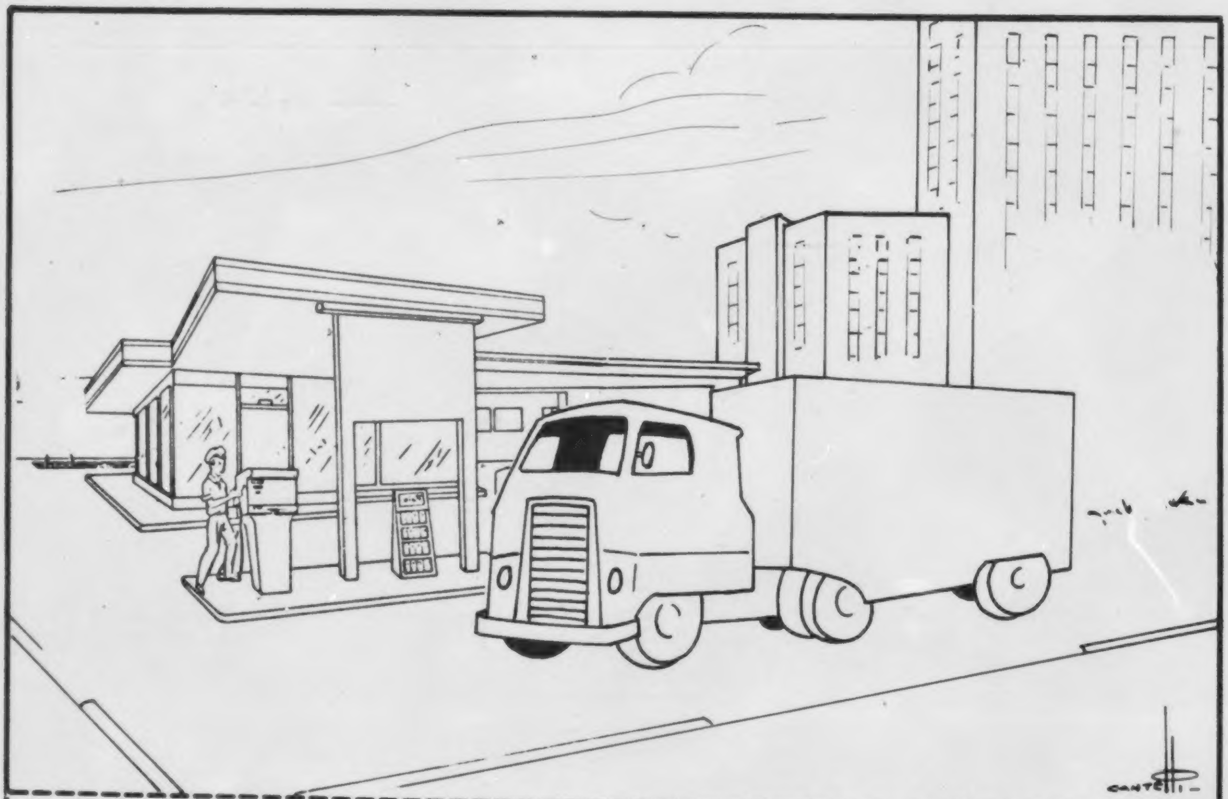

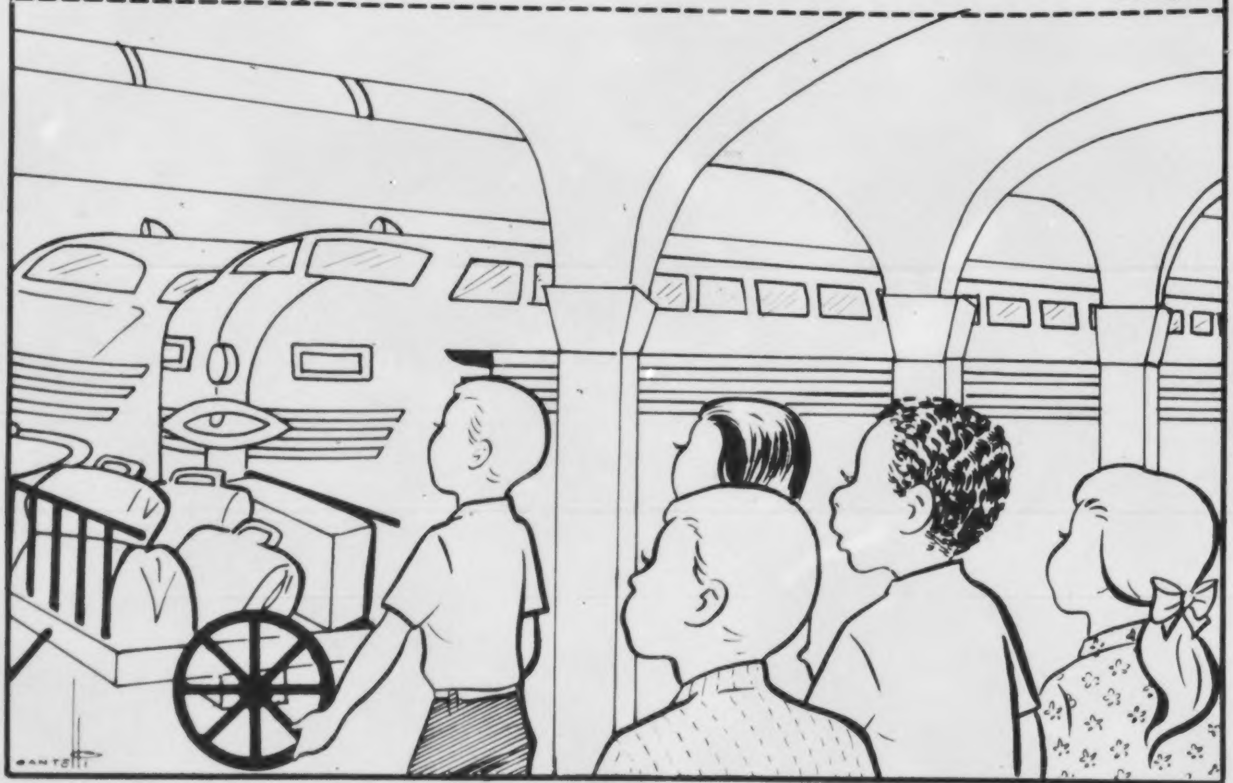

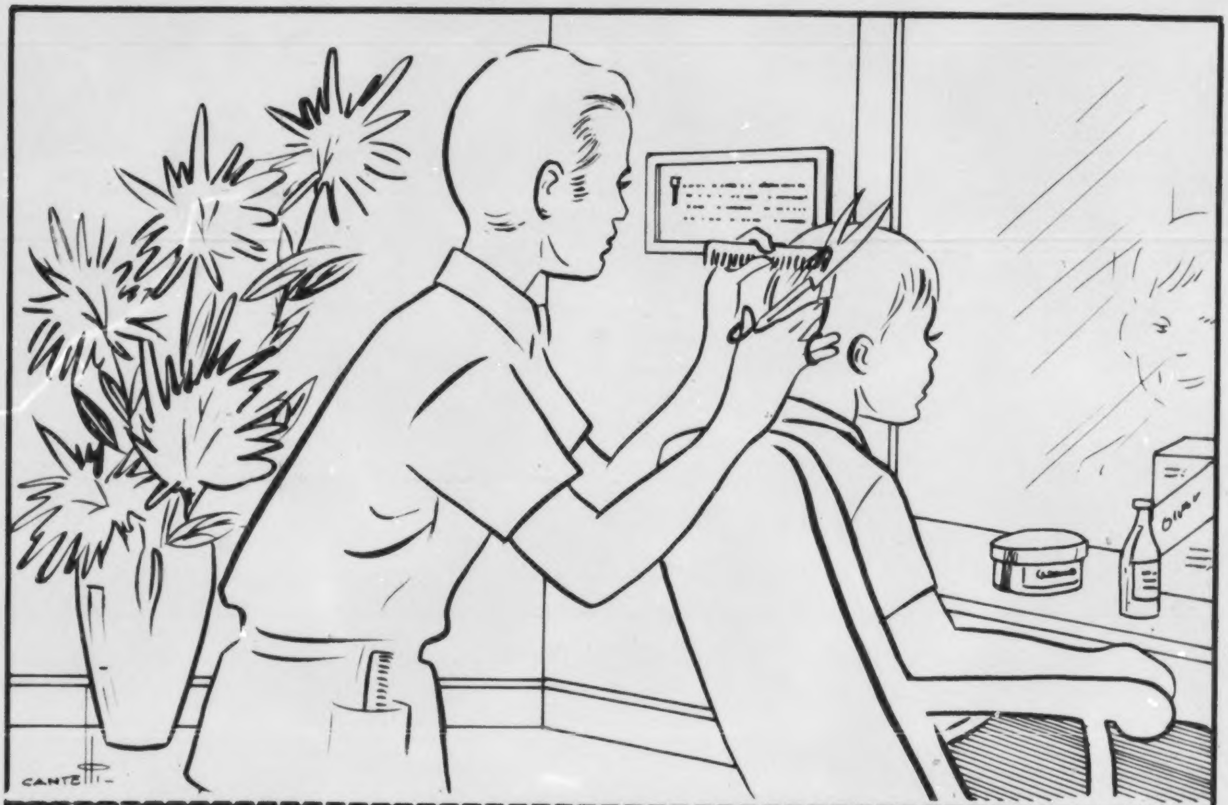

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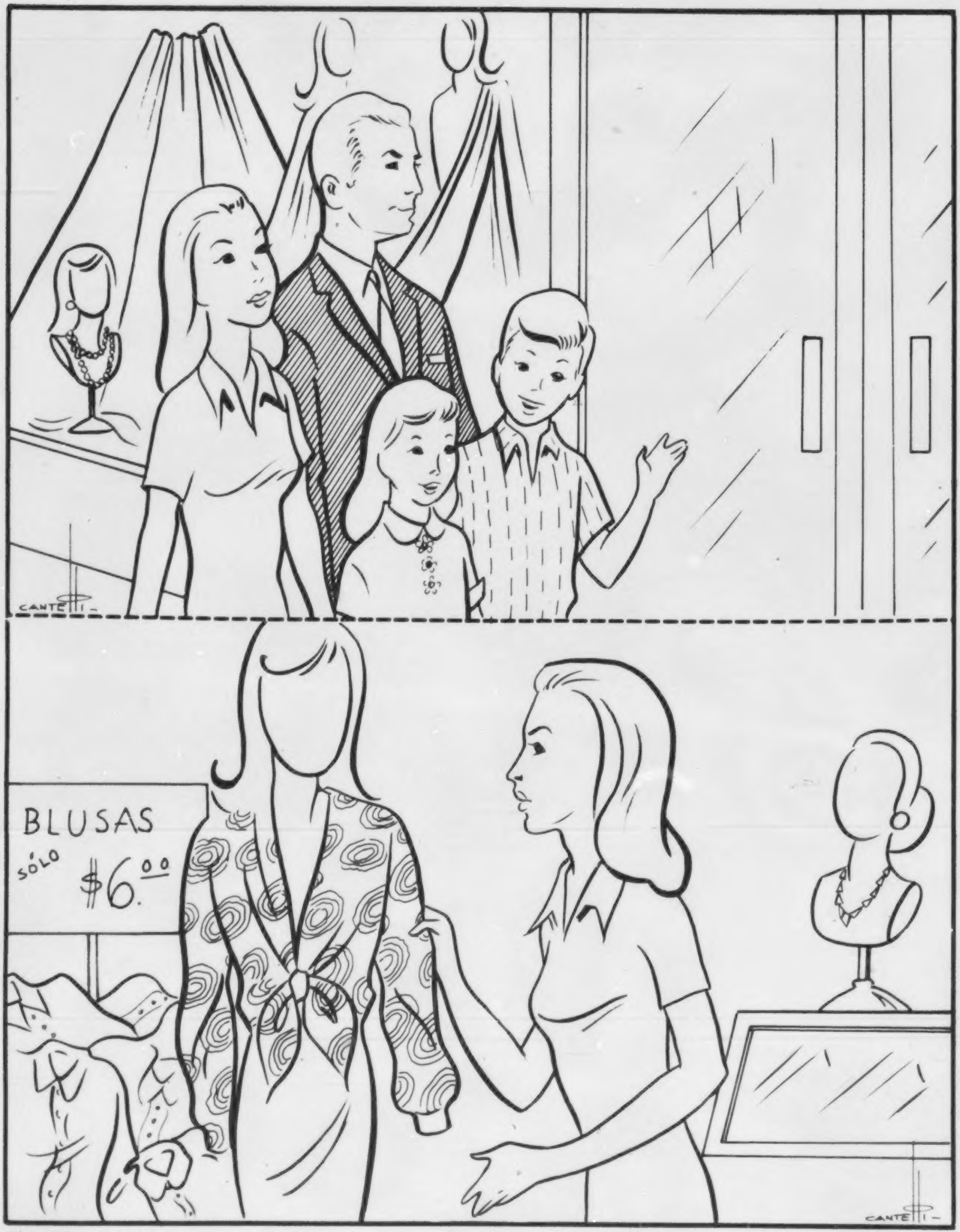
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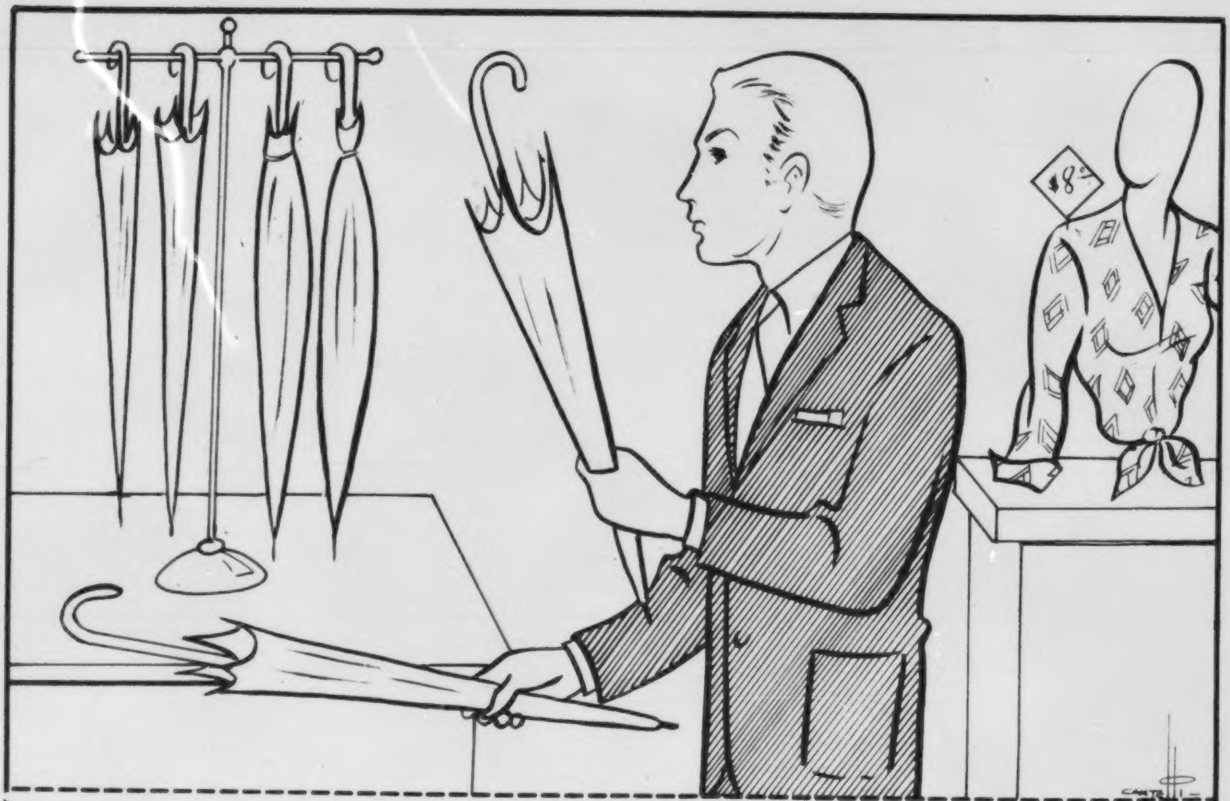
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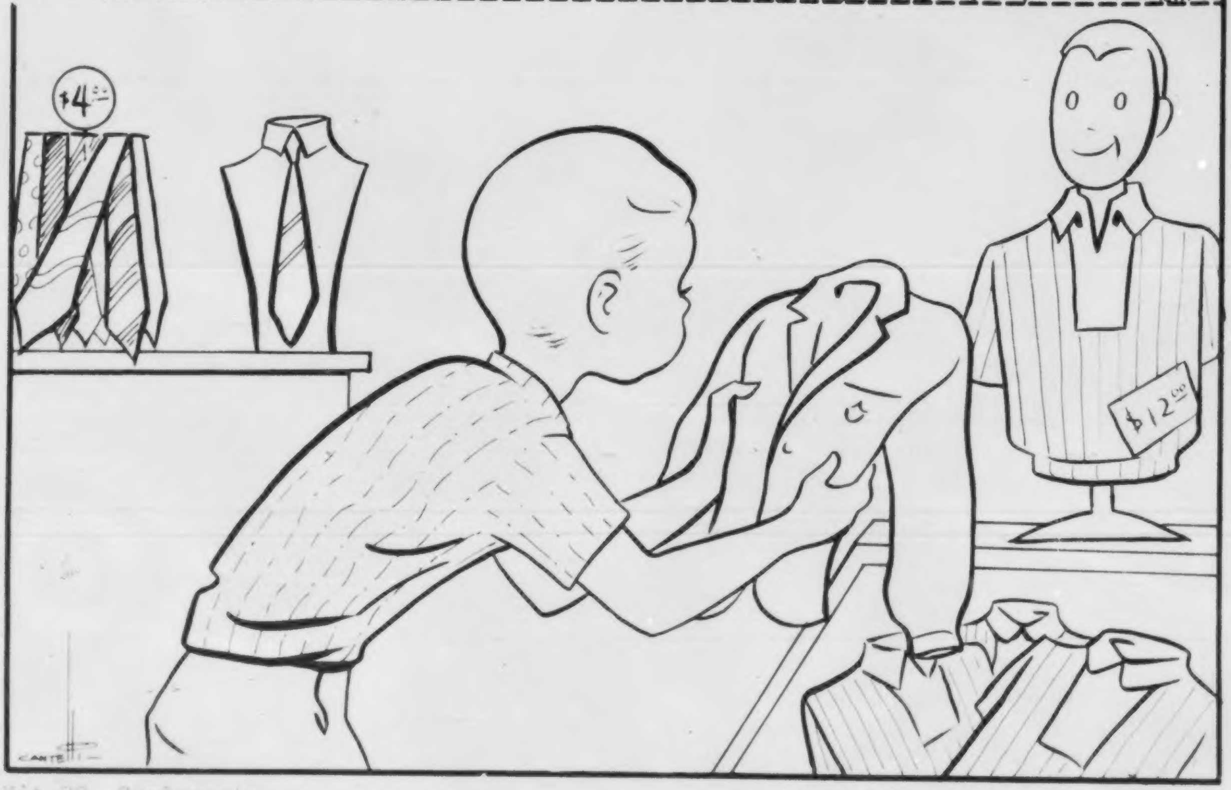
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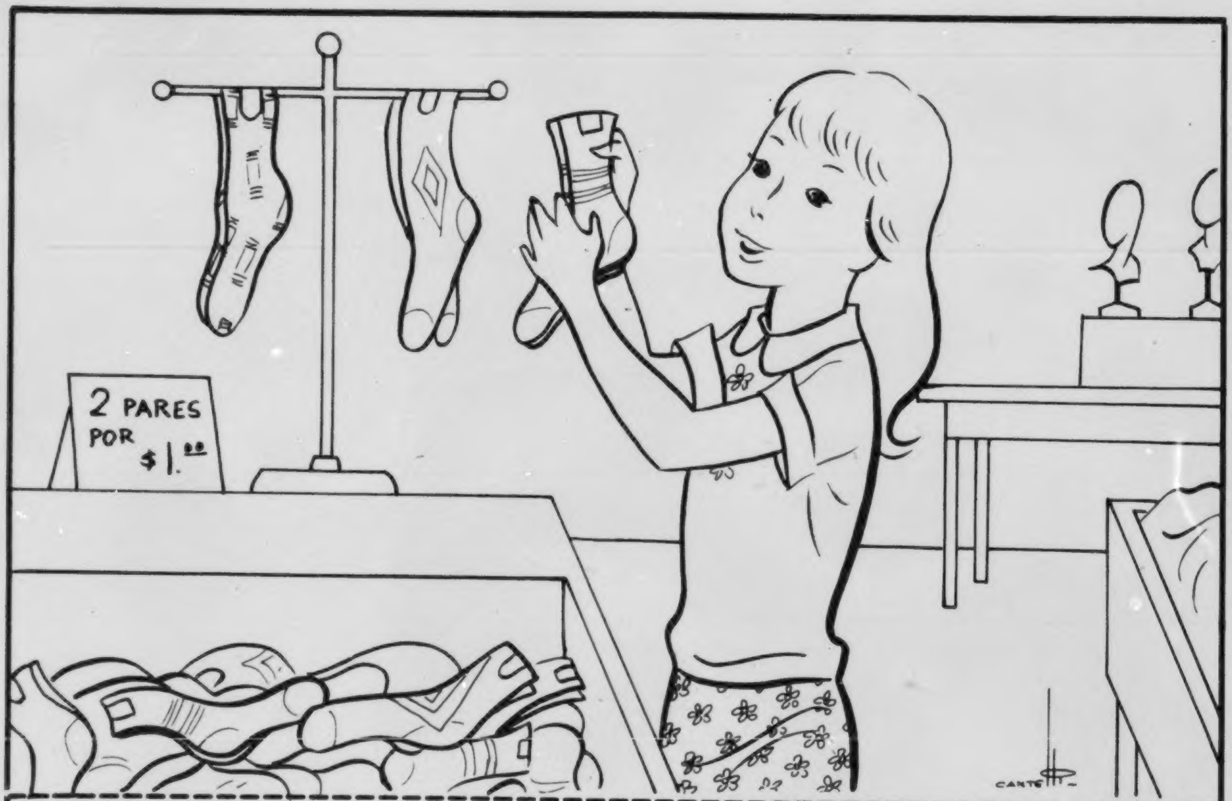
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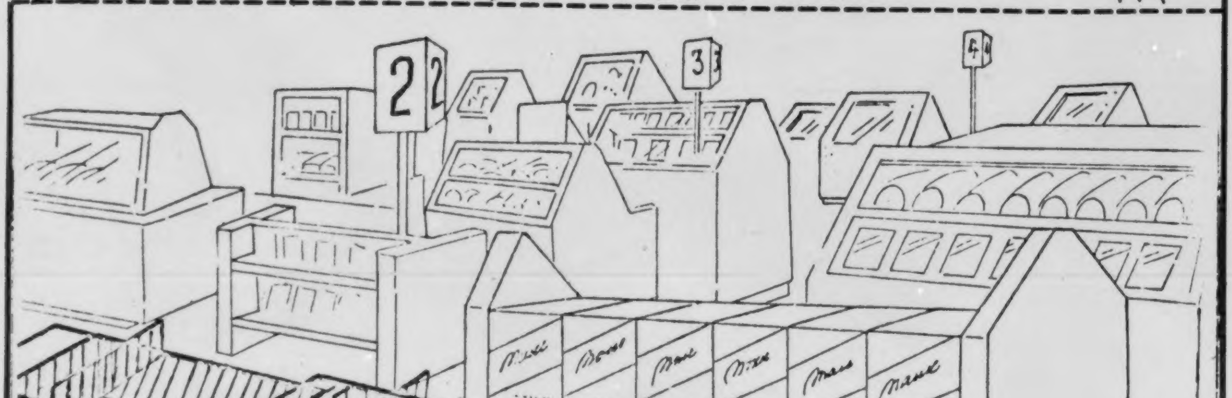
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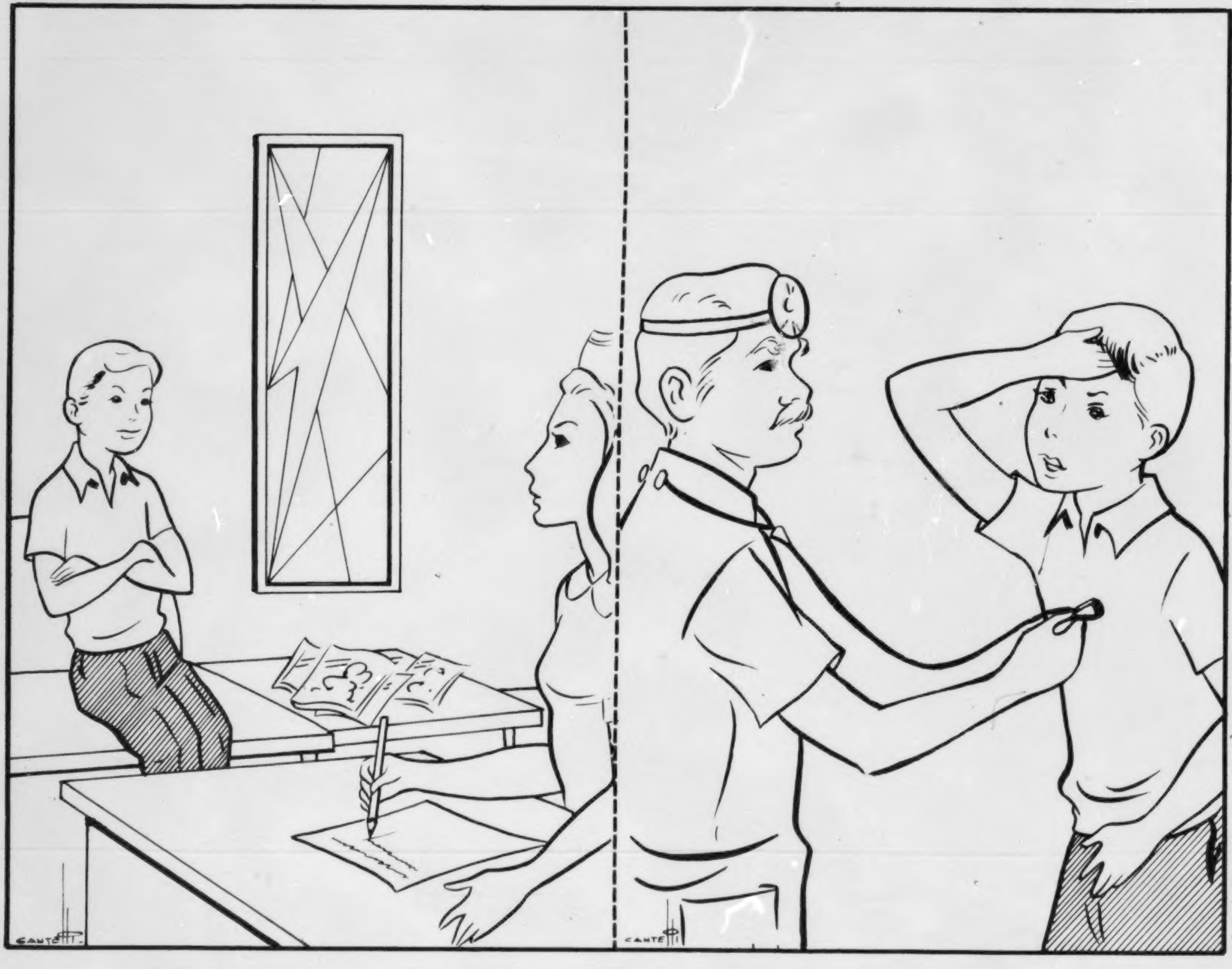

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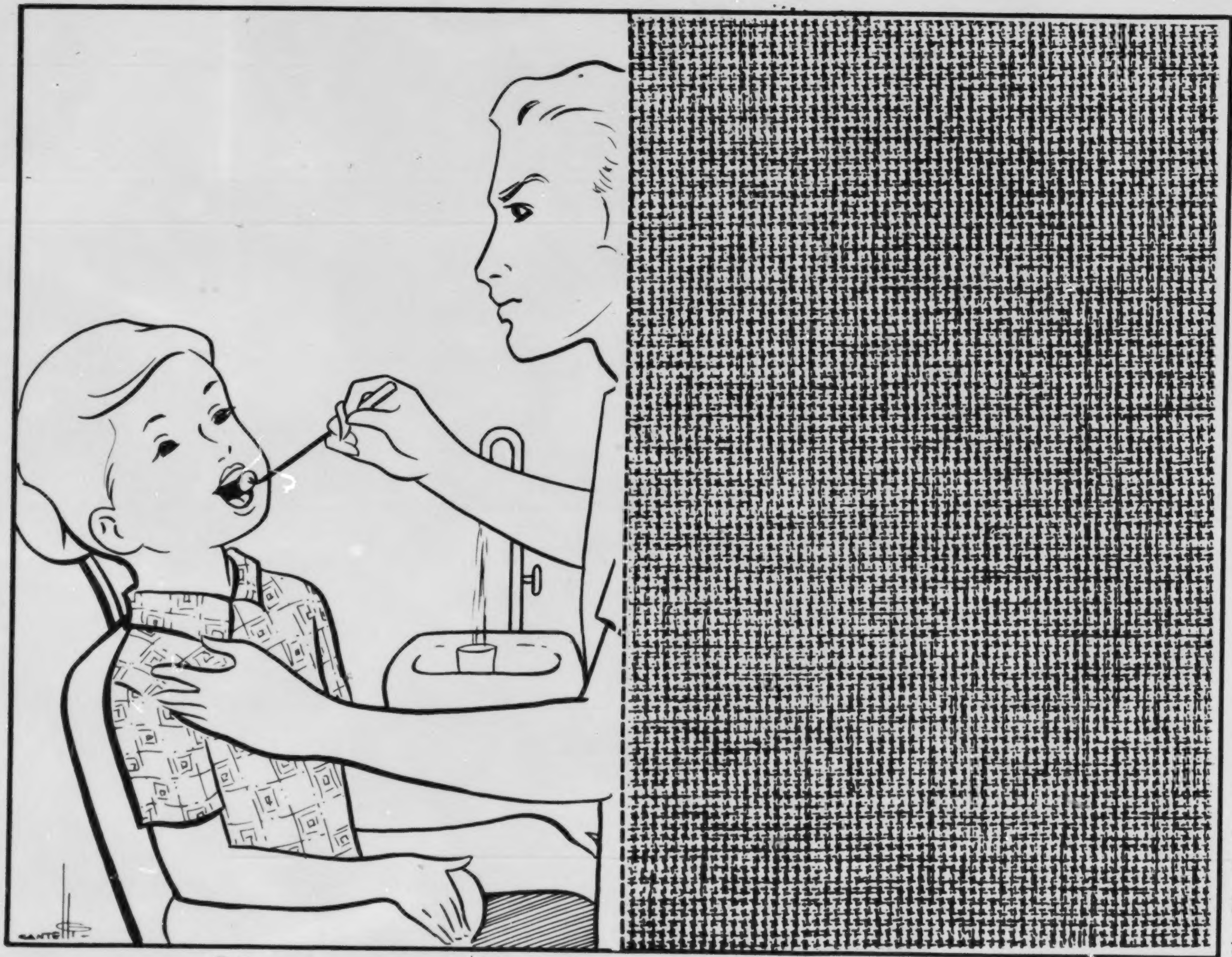
Para usar con "Spanish SL Strand"



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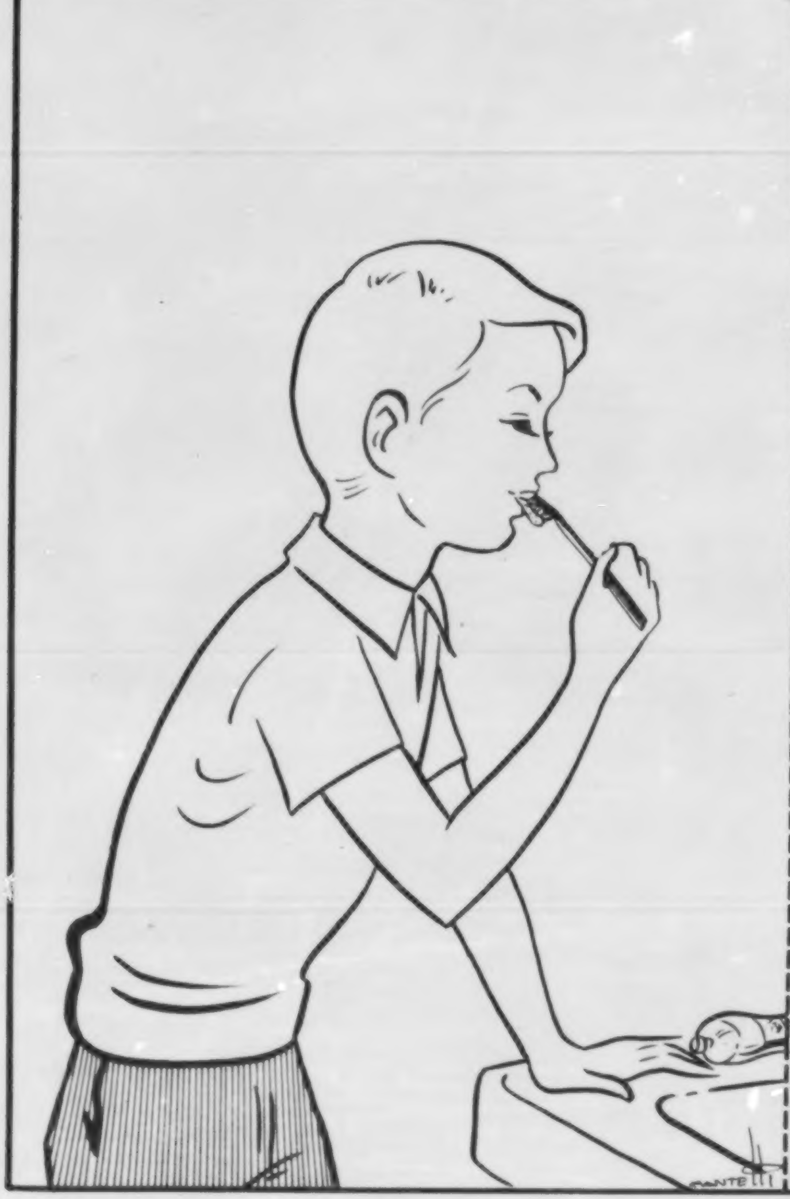

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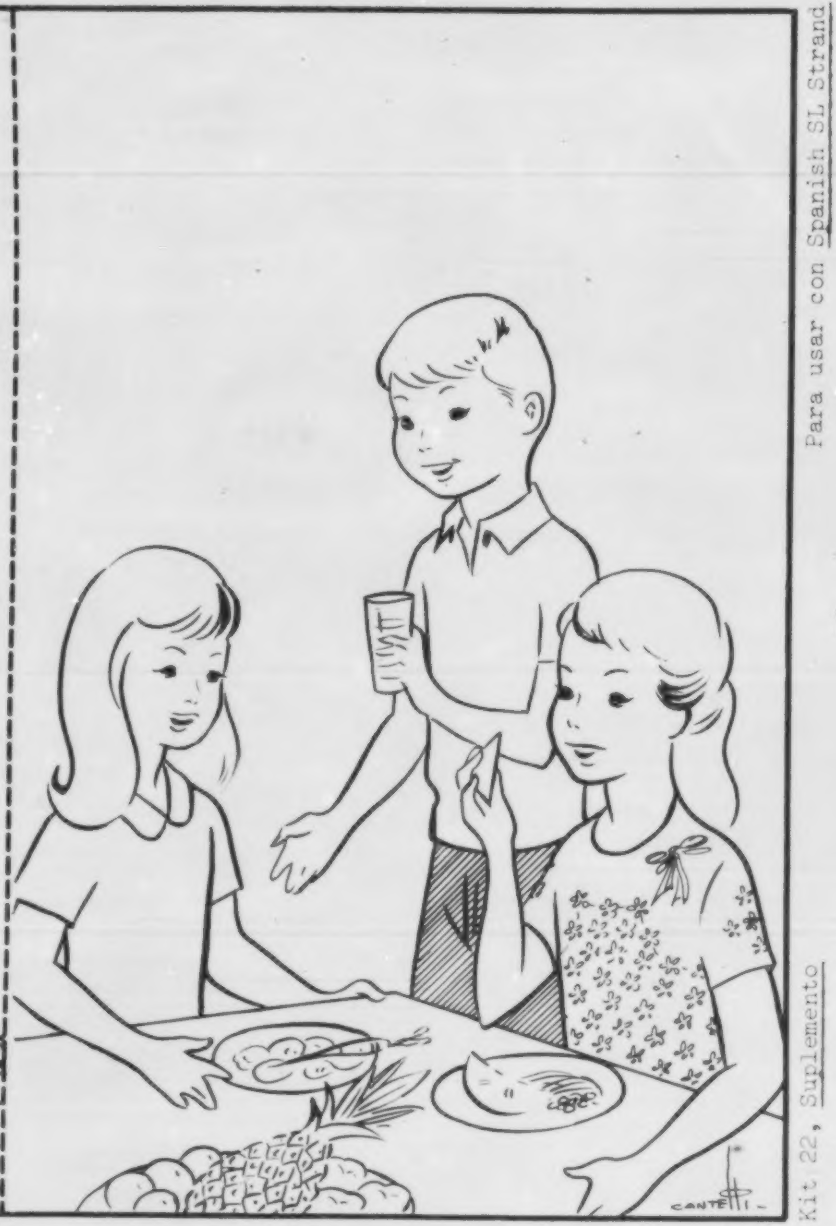

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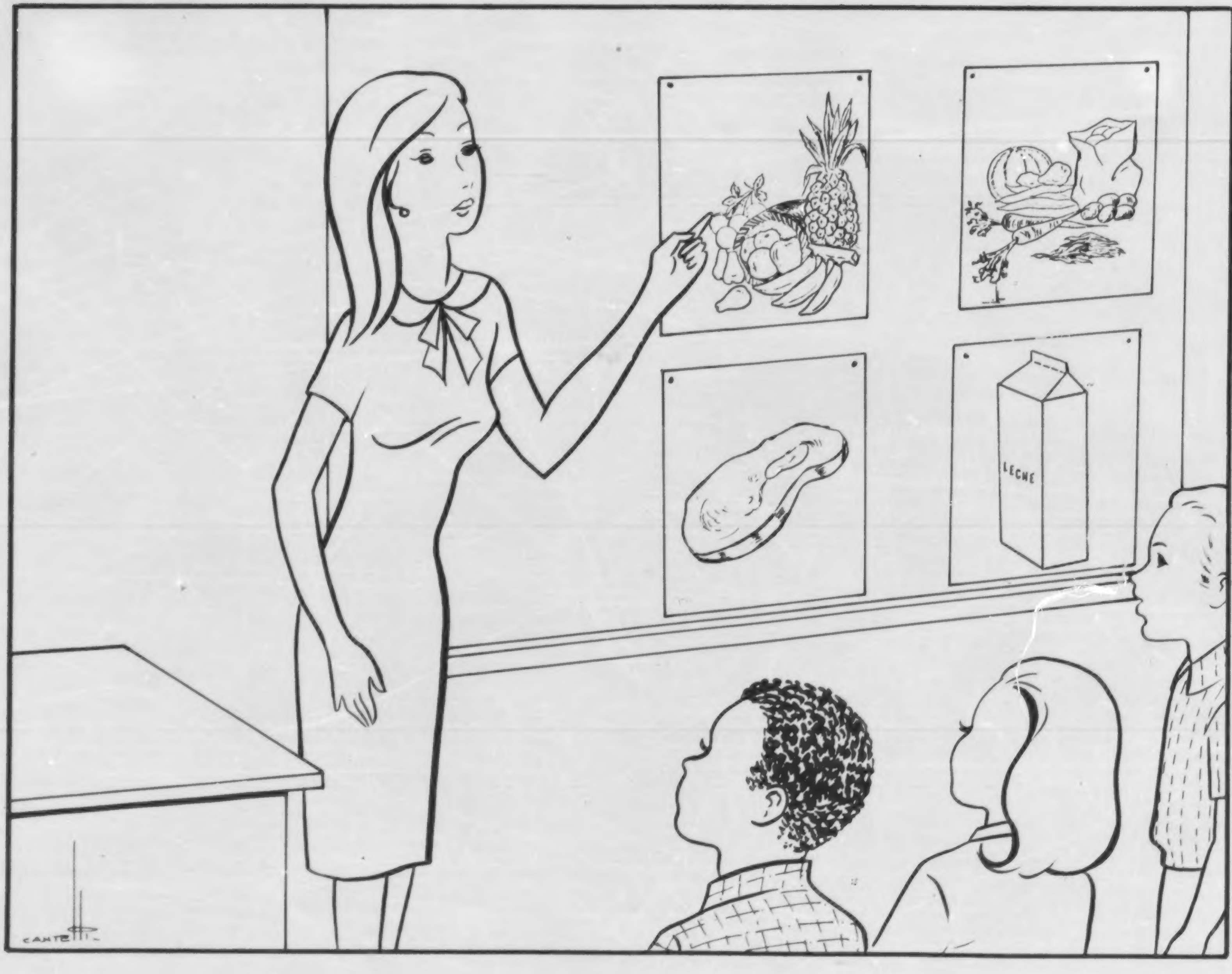

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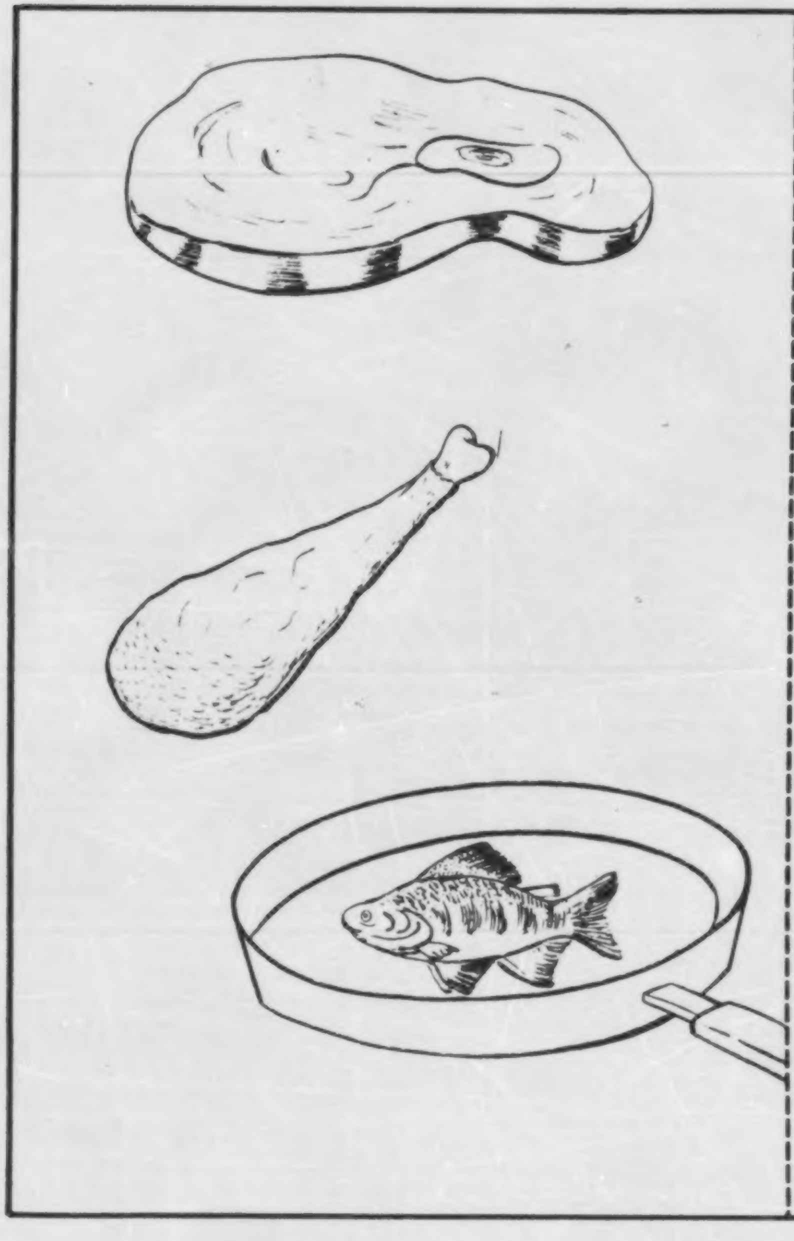

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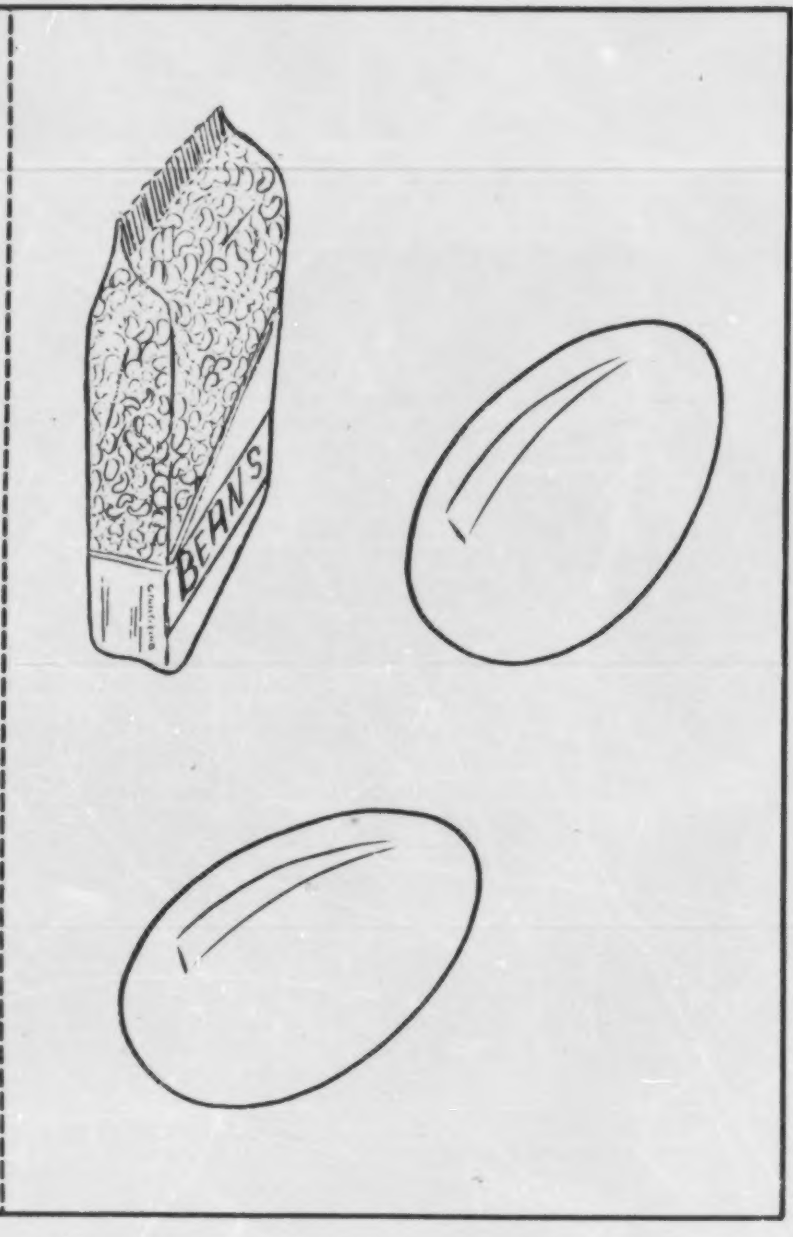

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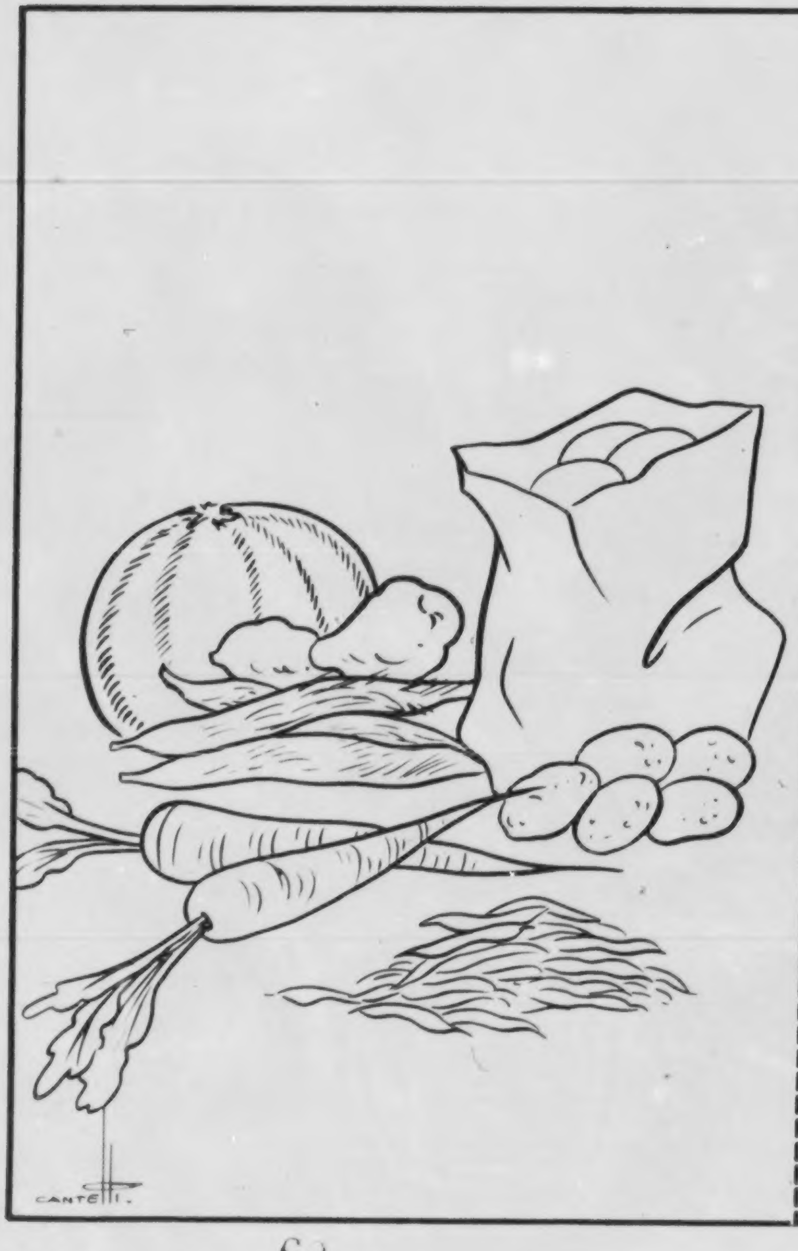

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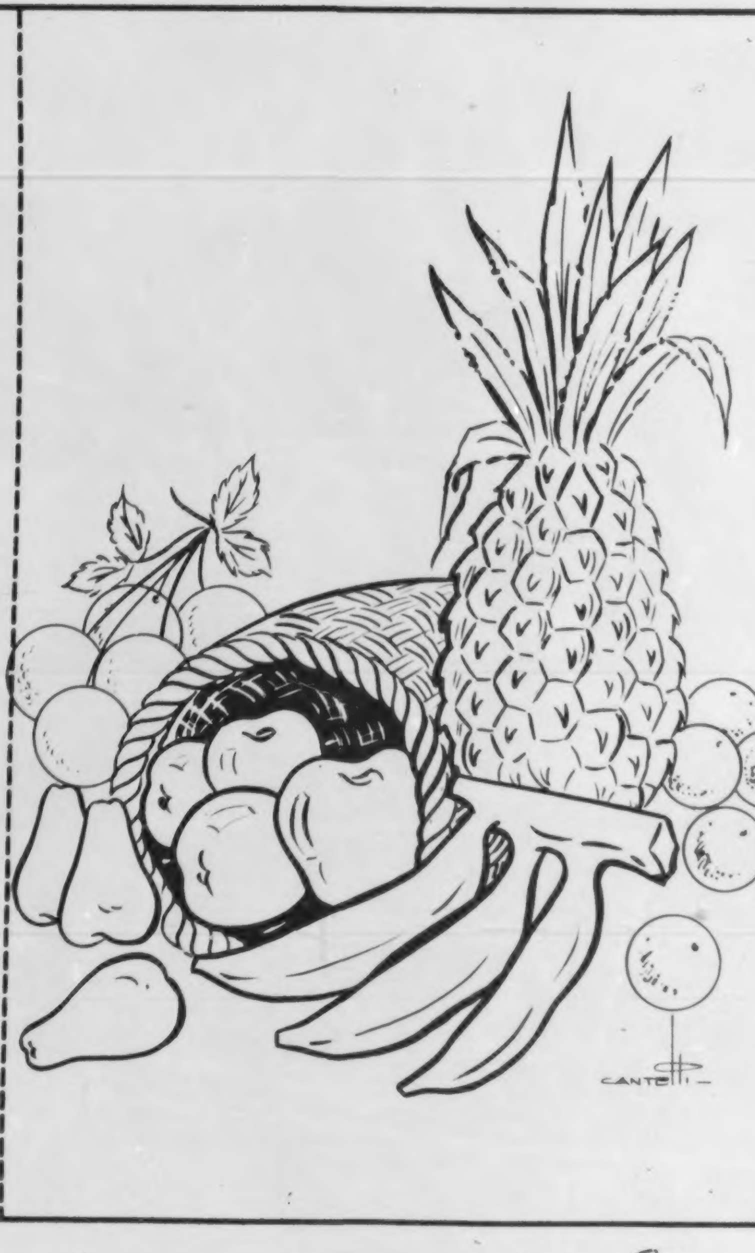

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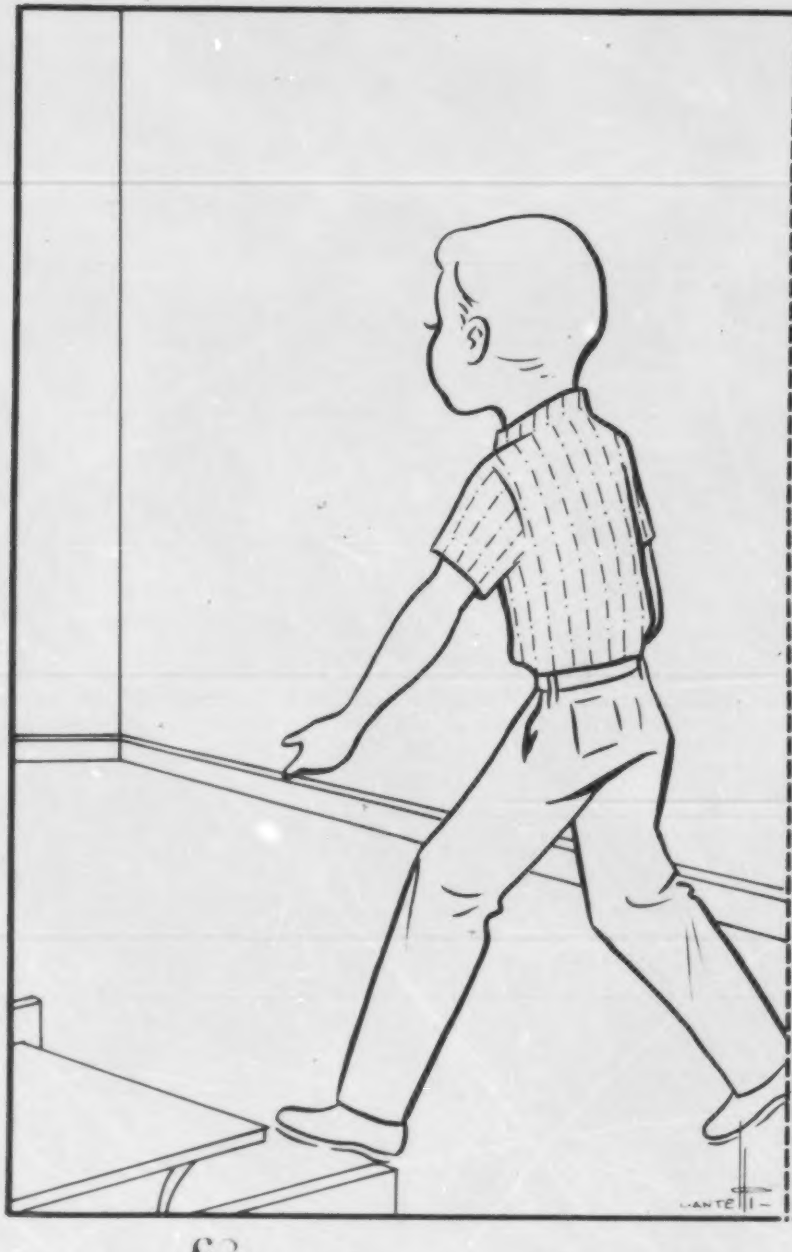
Para usar con Spanish SL Strand



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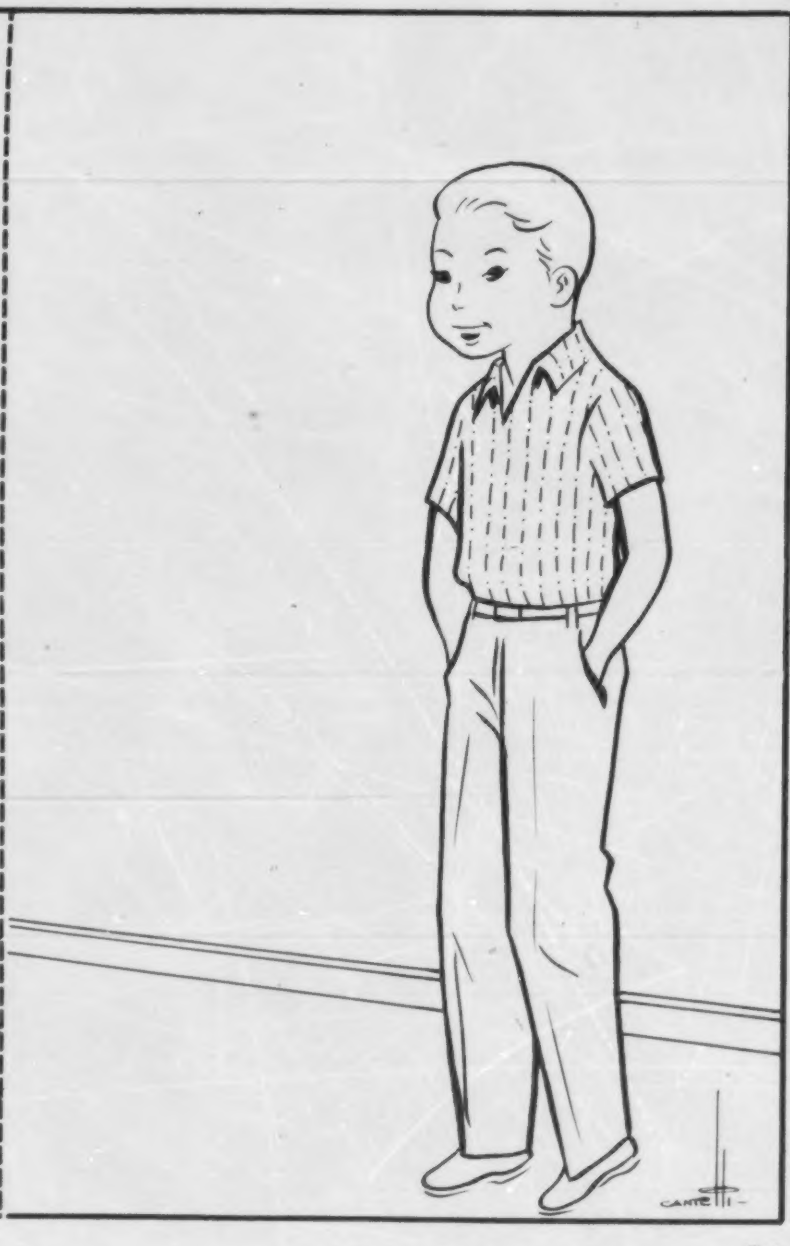

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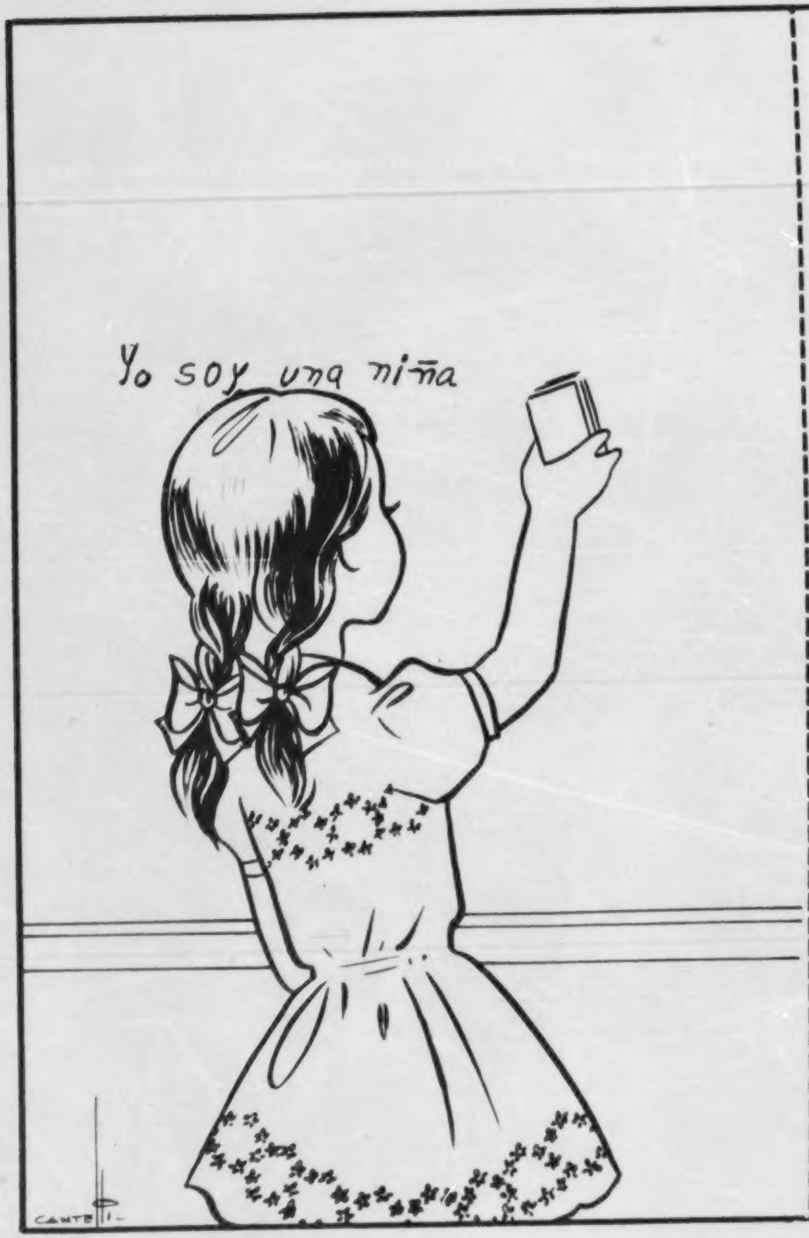
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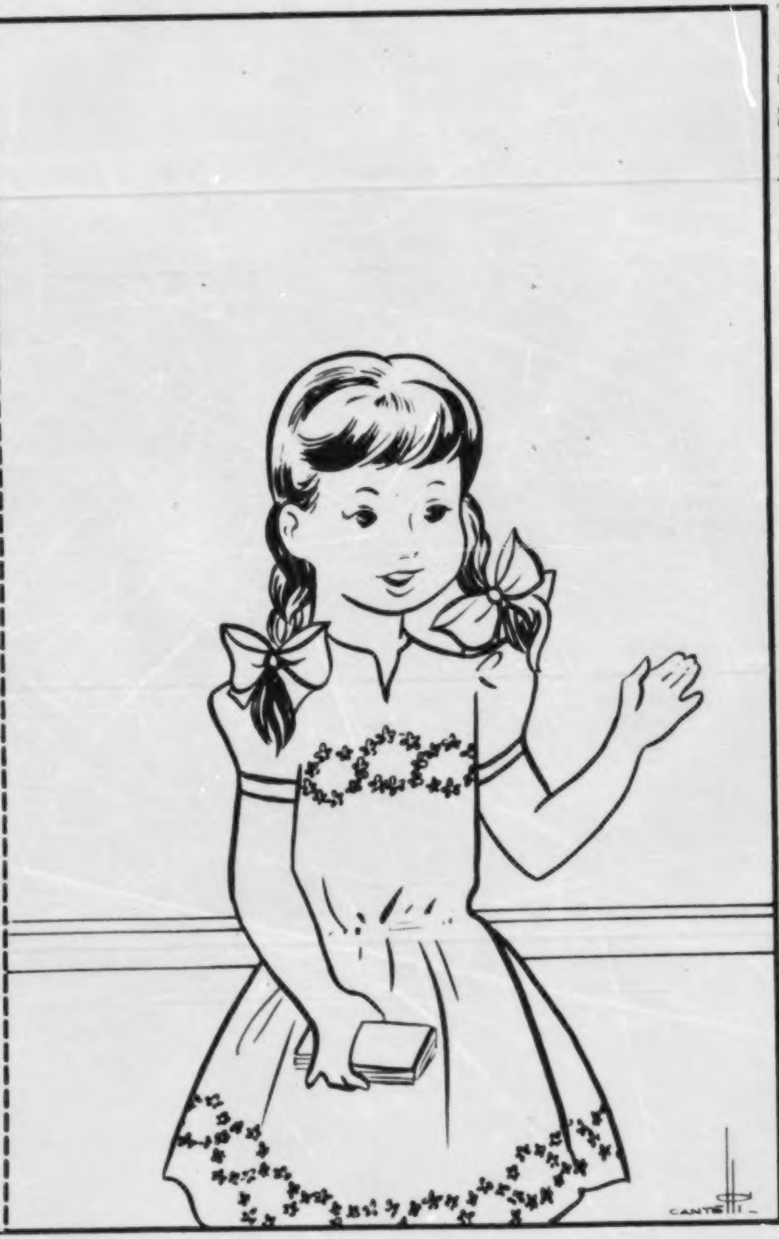

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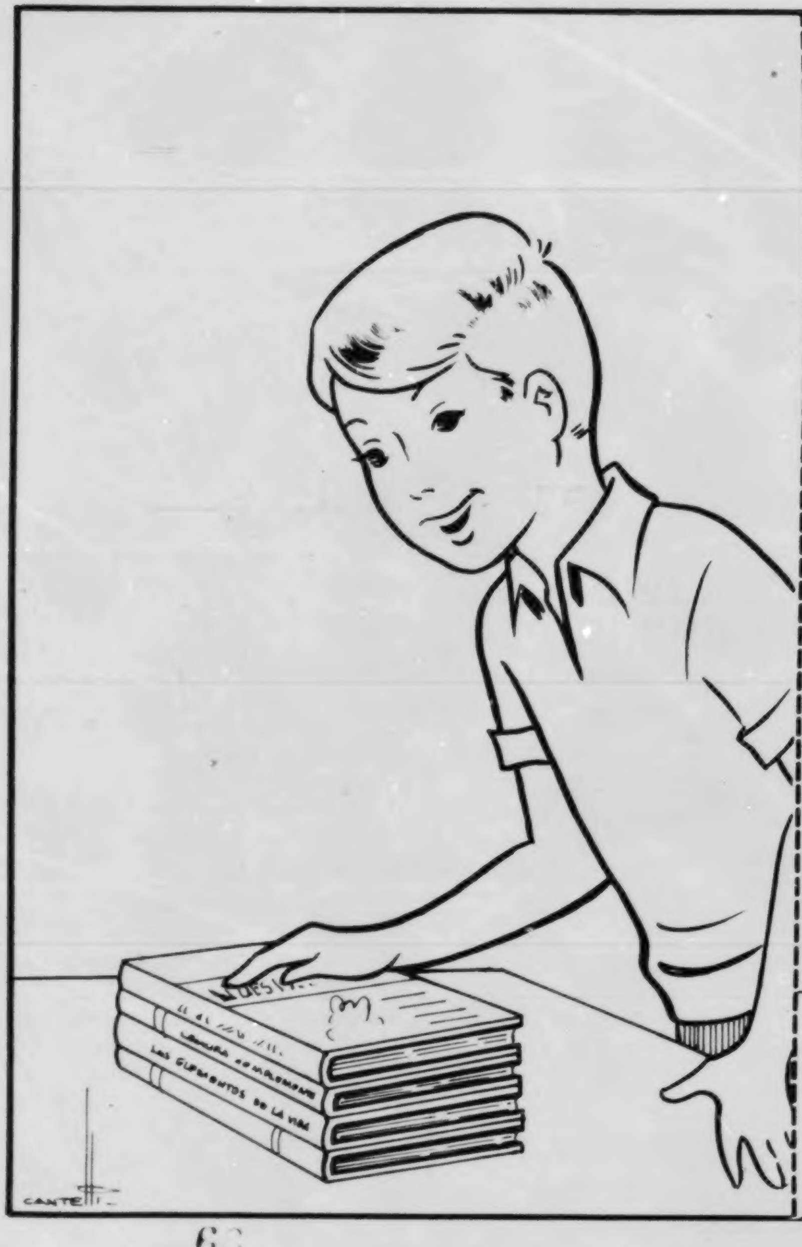
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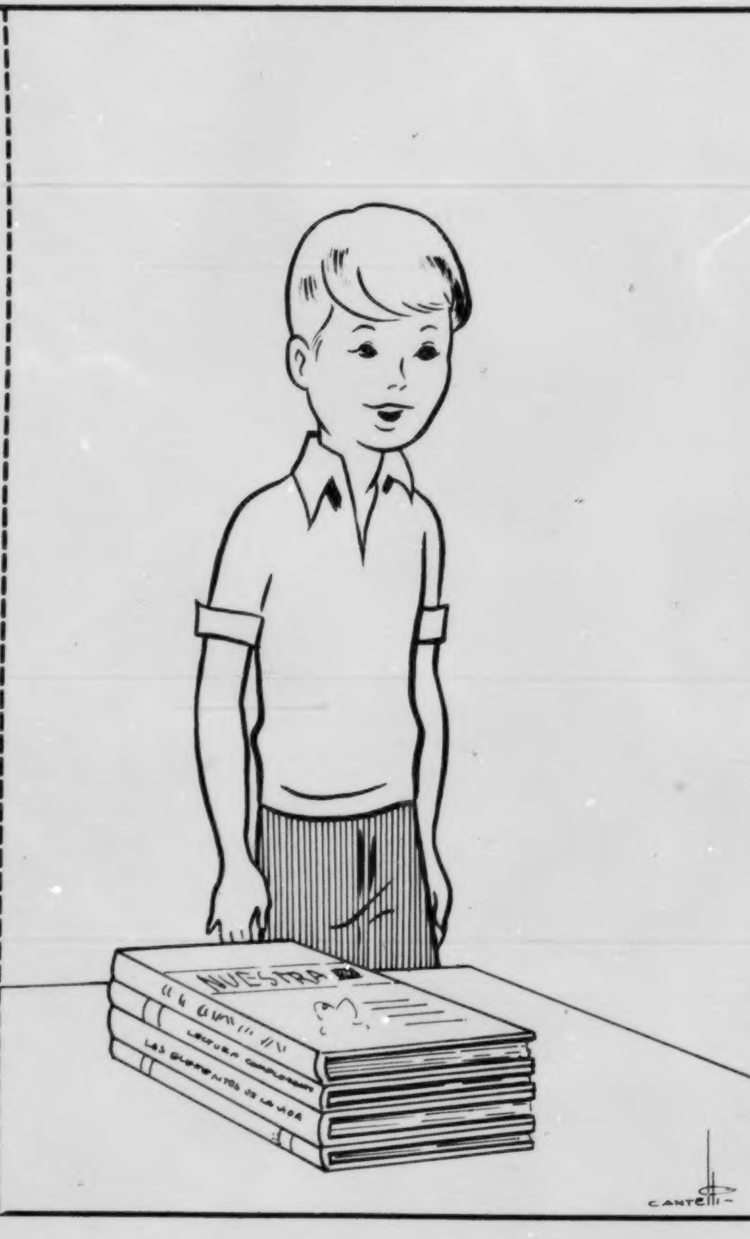
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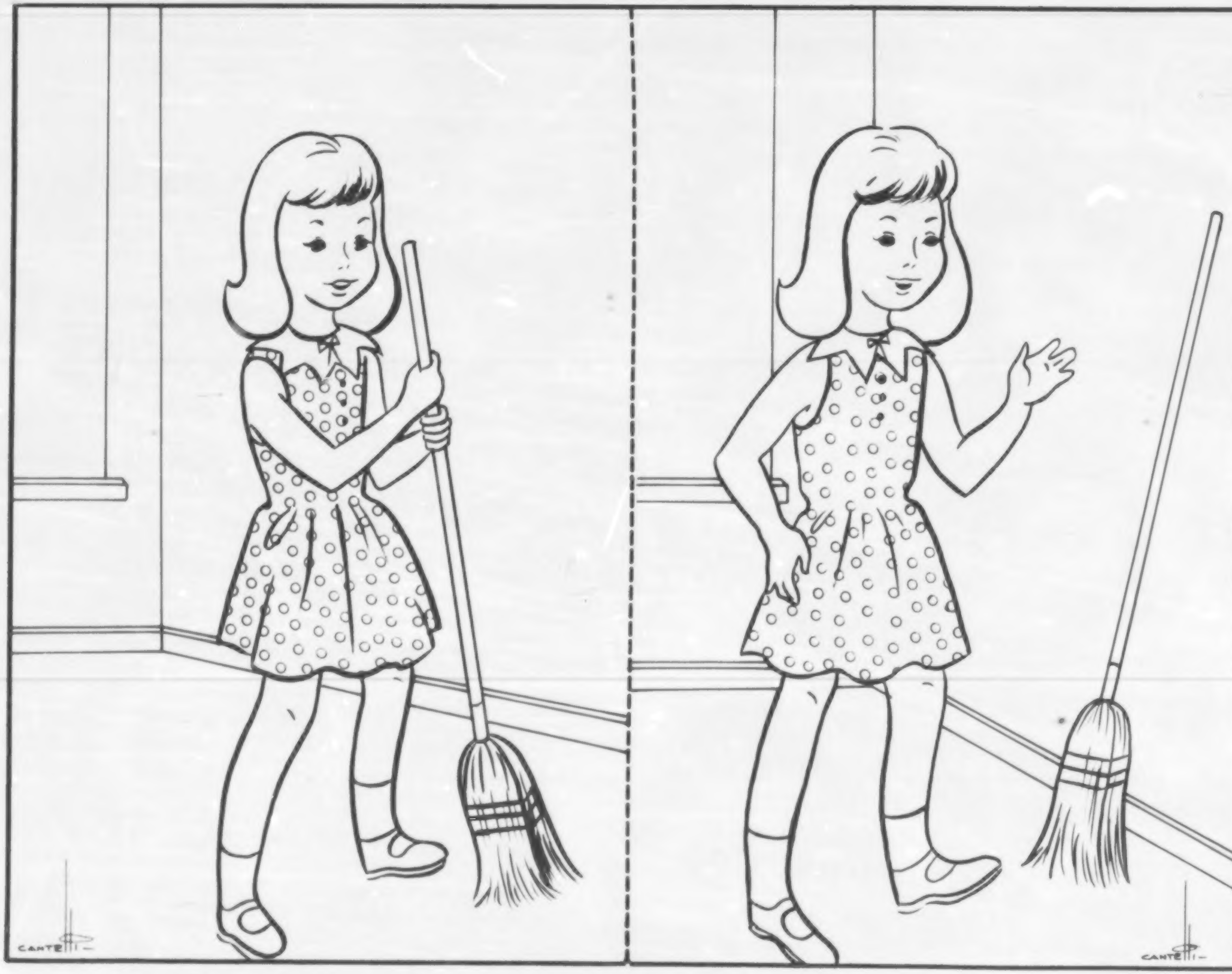
Kit 22, Suplemento

Para usar con Spanish SL Strand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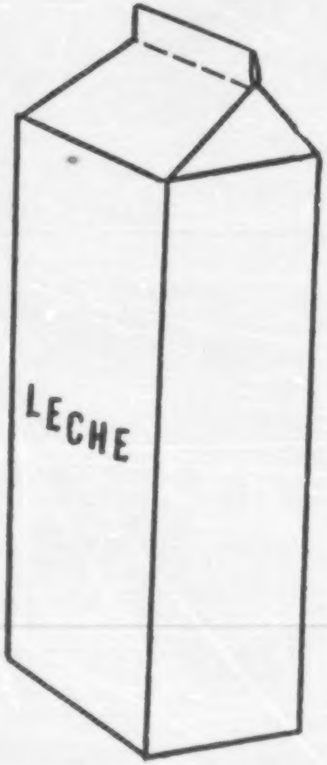
Para usar con Spanish SL Strand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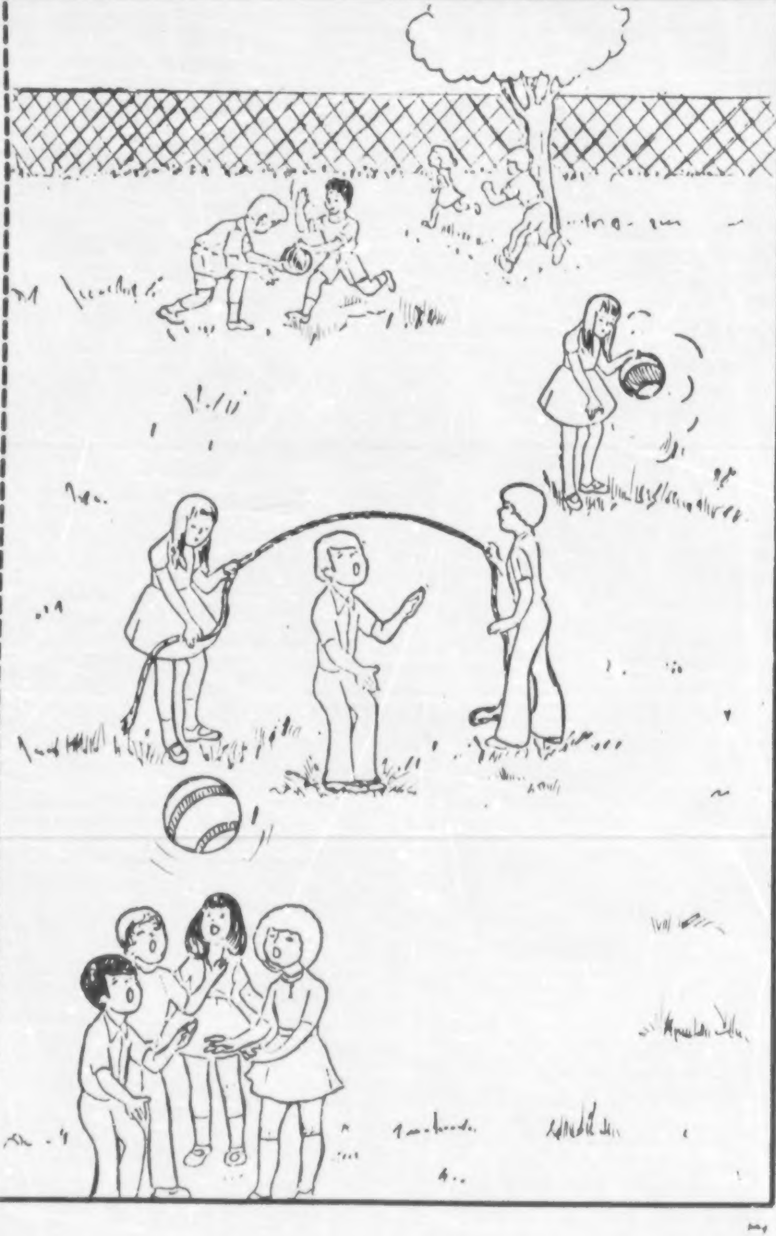
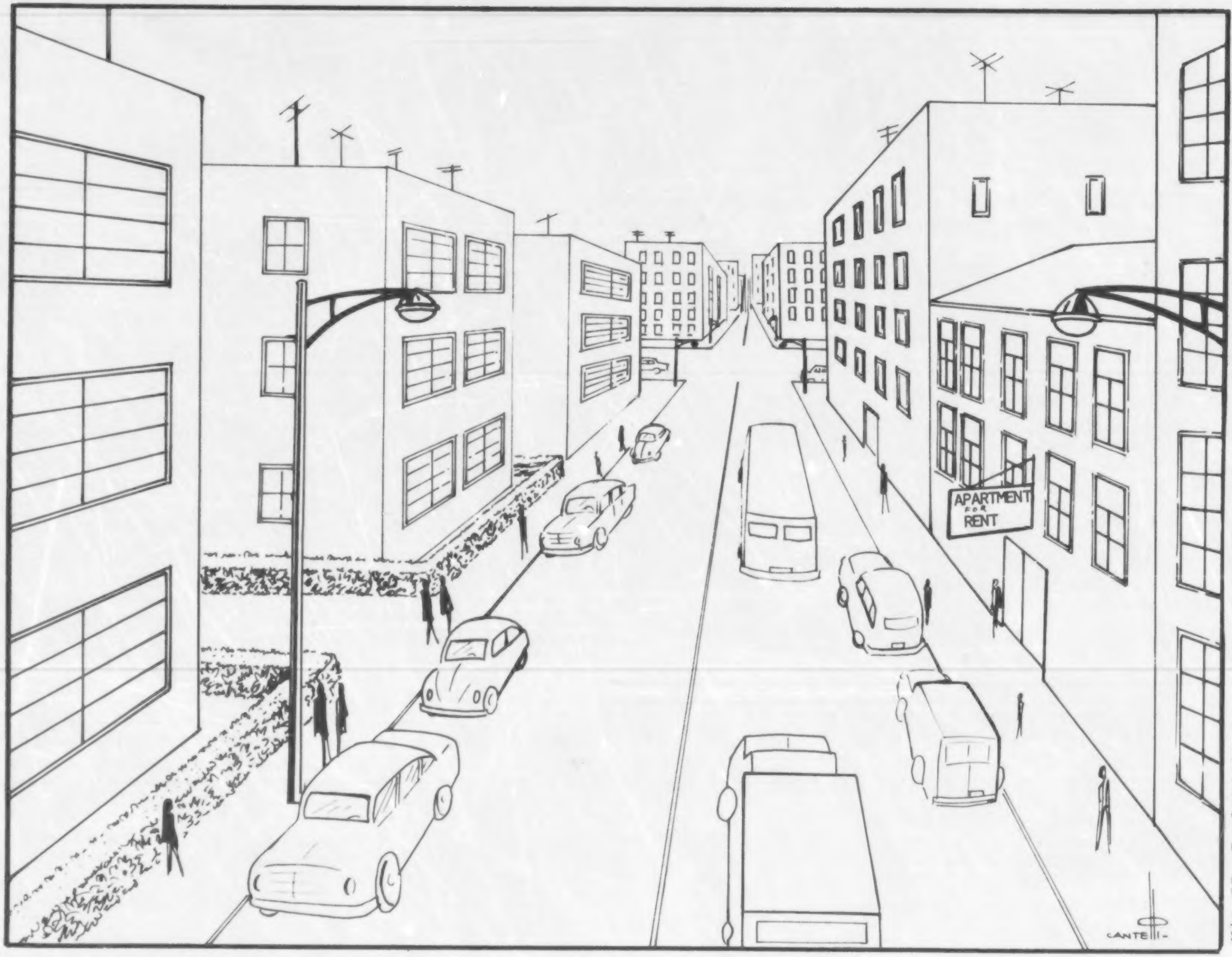
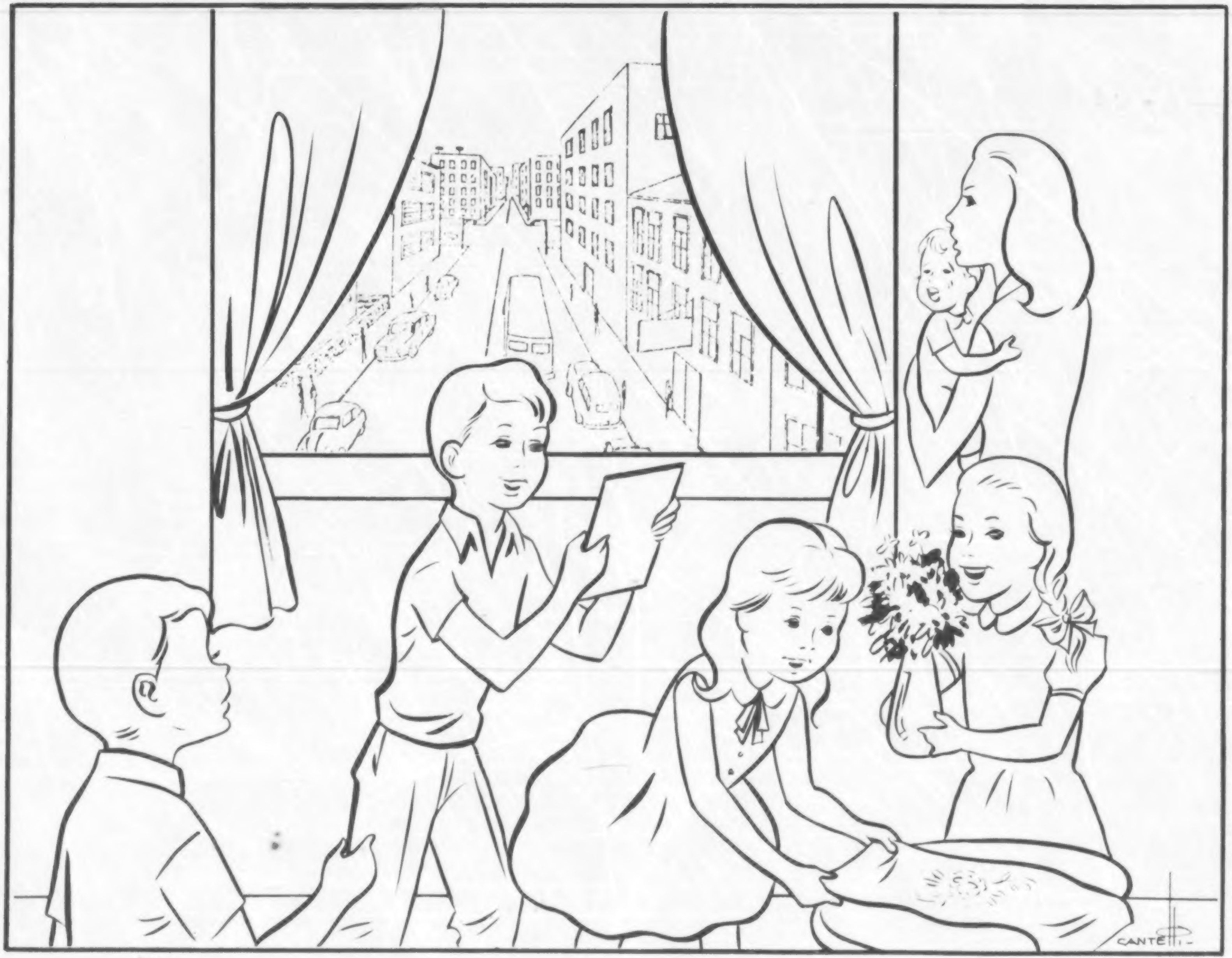


KIT 23

(Pages 35-42)


APARTMENT
FOR
RENT
CANTELLI



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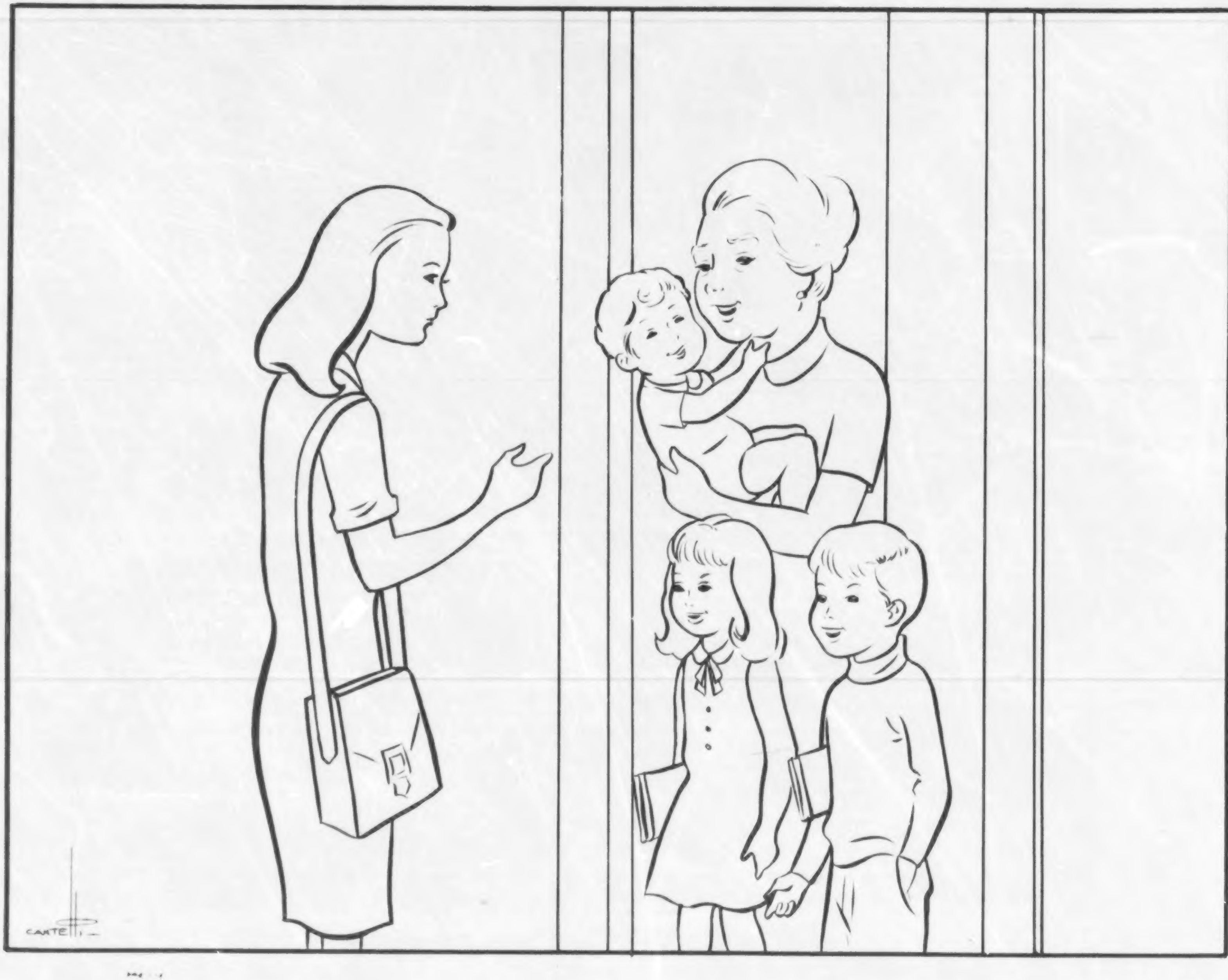
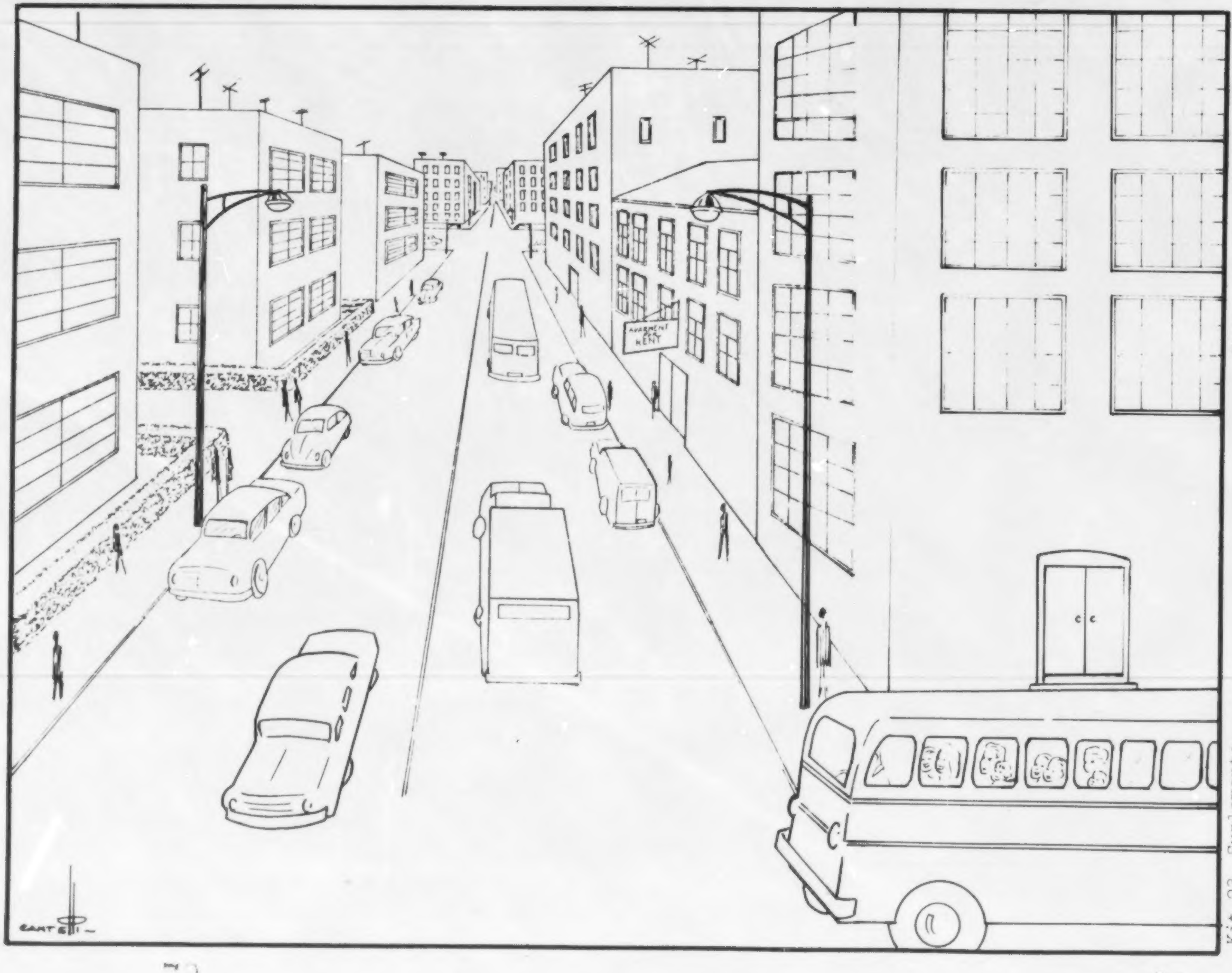
Kit 23, Suplemento Para usar con Spanish SL Strand



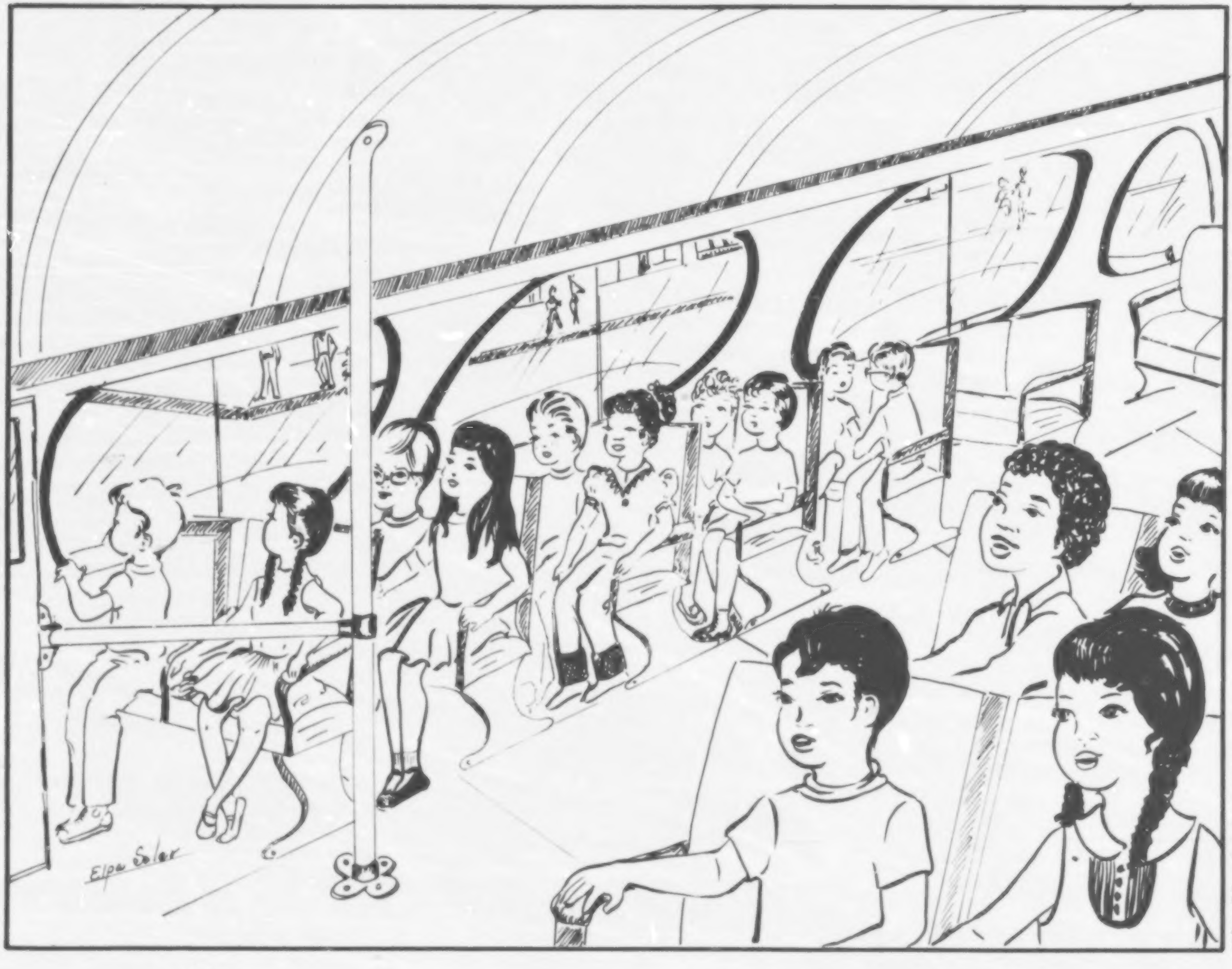
Kit 23, Suplemento

Para usar con Spanish SL Strand


APARTMENT FOR RENT

Para usar con Spanish SL Strand

Kit 23, Suplemento



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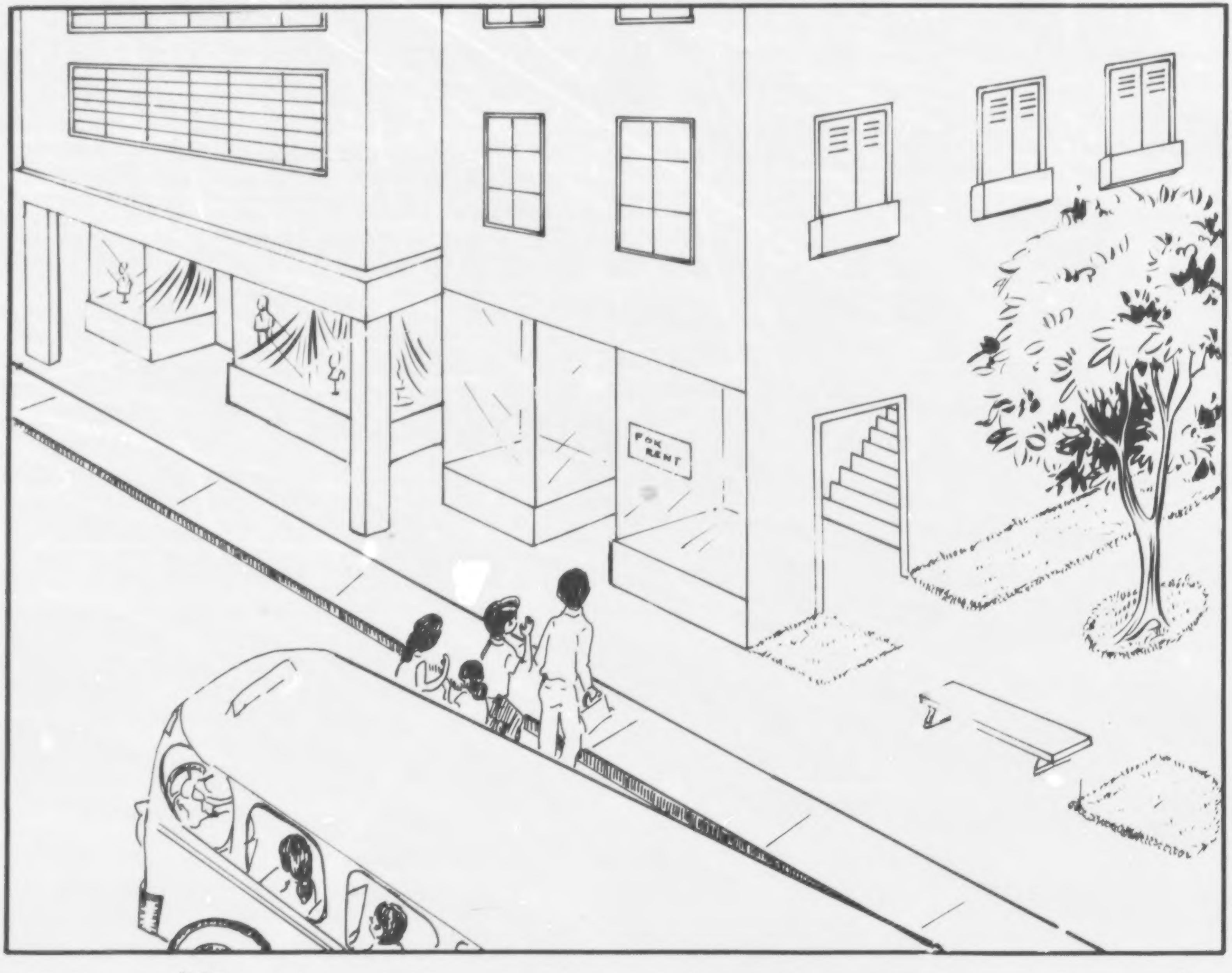
Kit 23, Suplemento

Para usar con Spanish SL Strand



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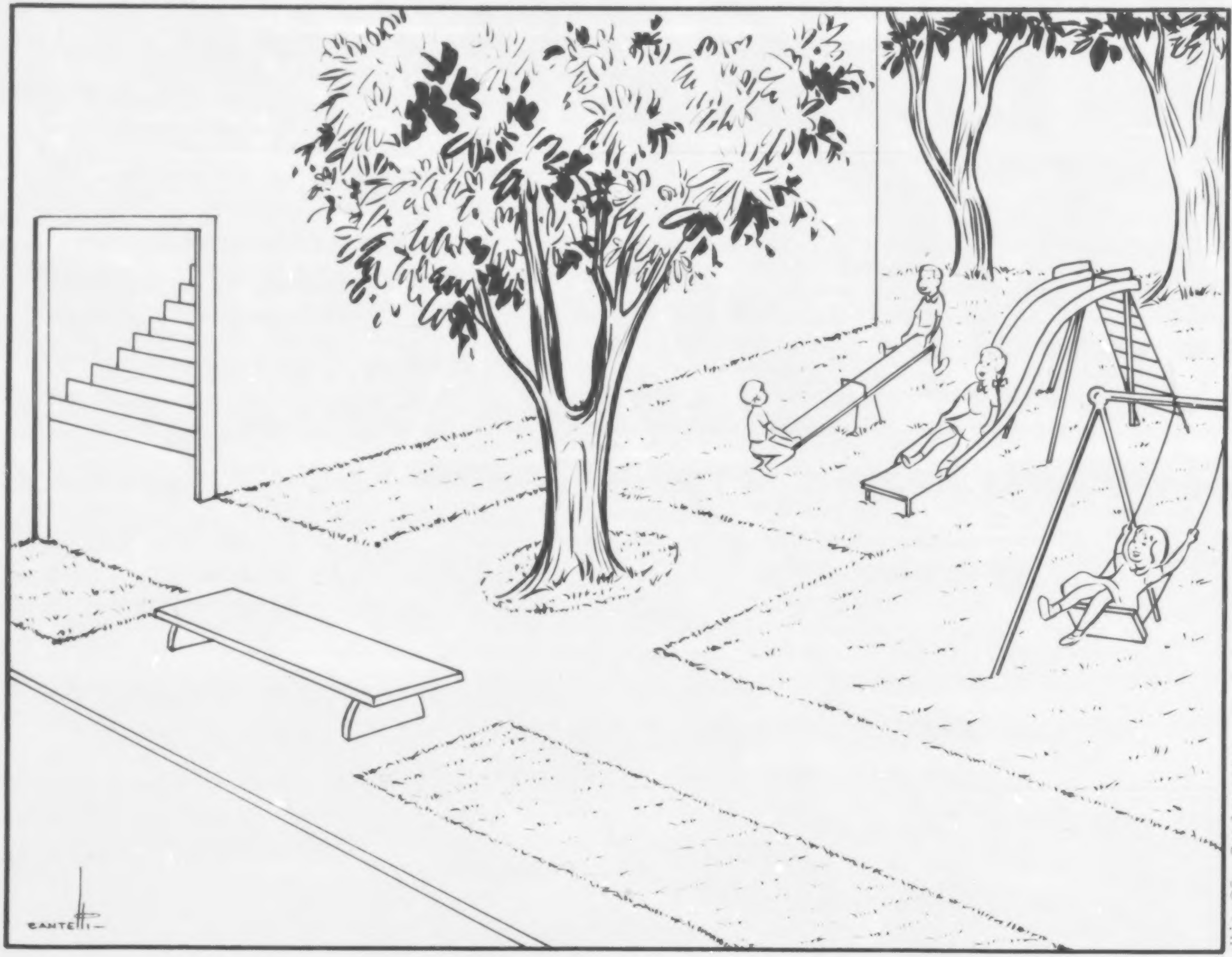
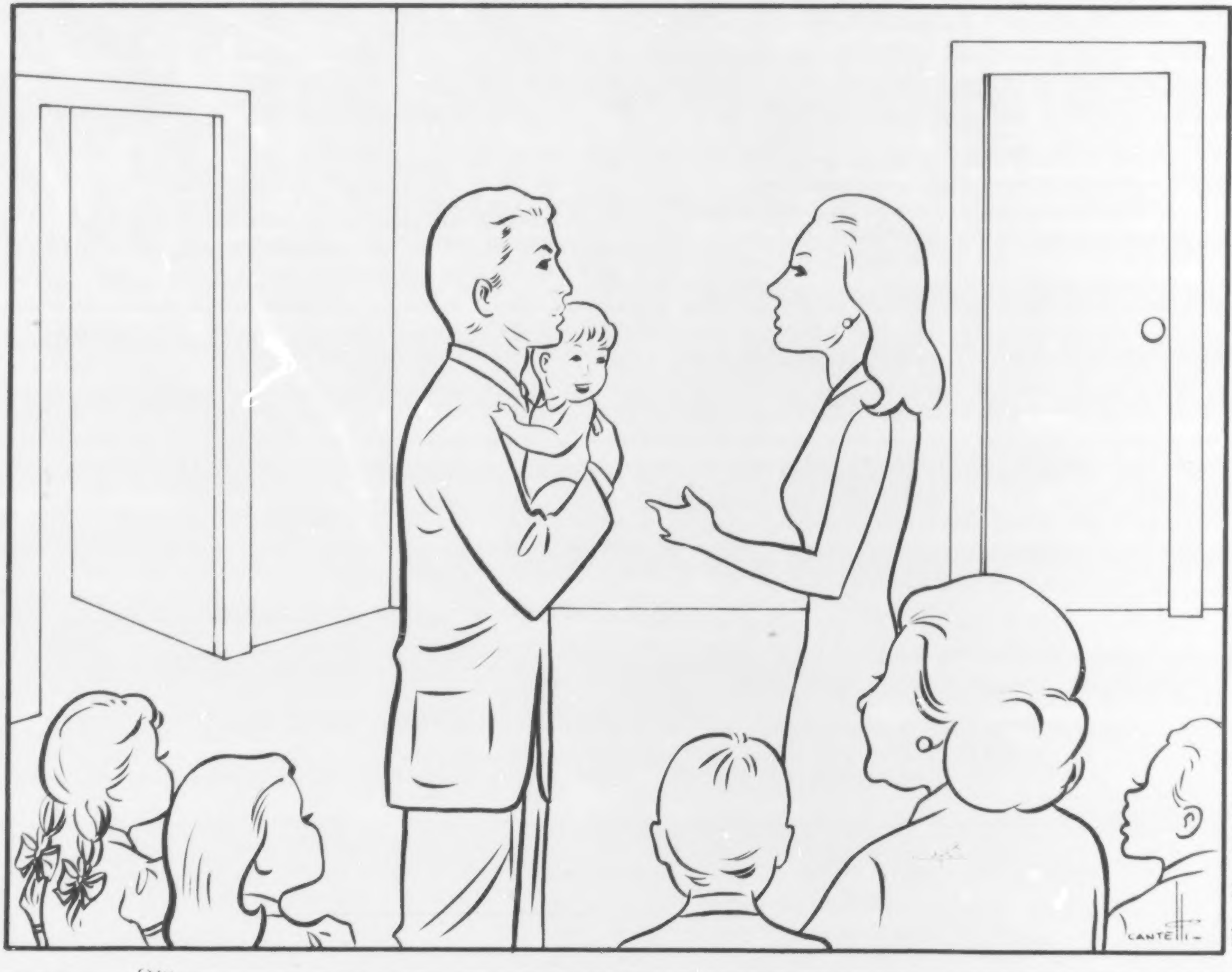
Para usar con Spanish SL Strand

Kit 23, Suplemento

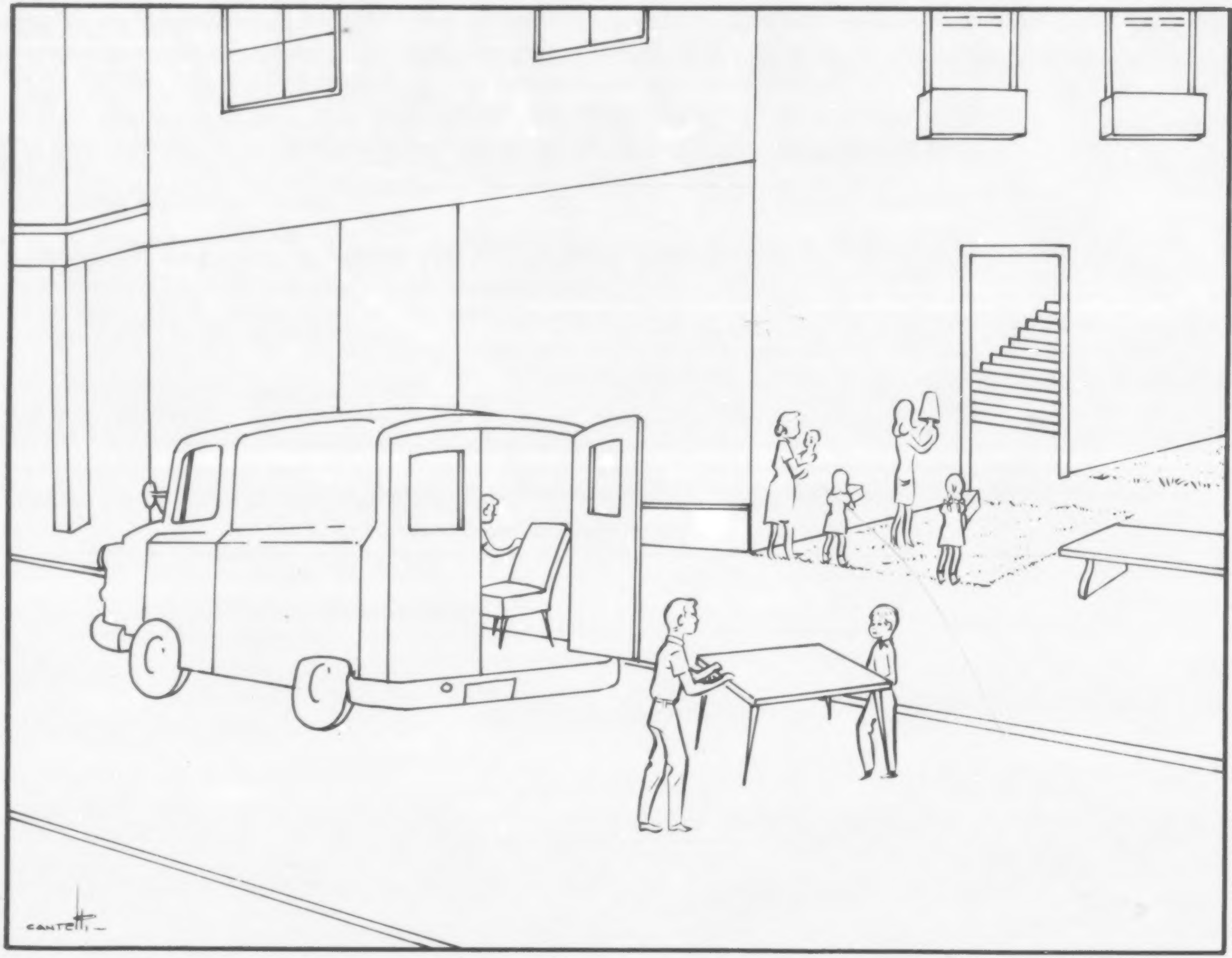


Kit 23, Suplemento Para usar con Spanish SL Strand

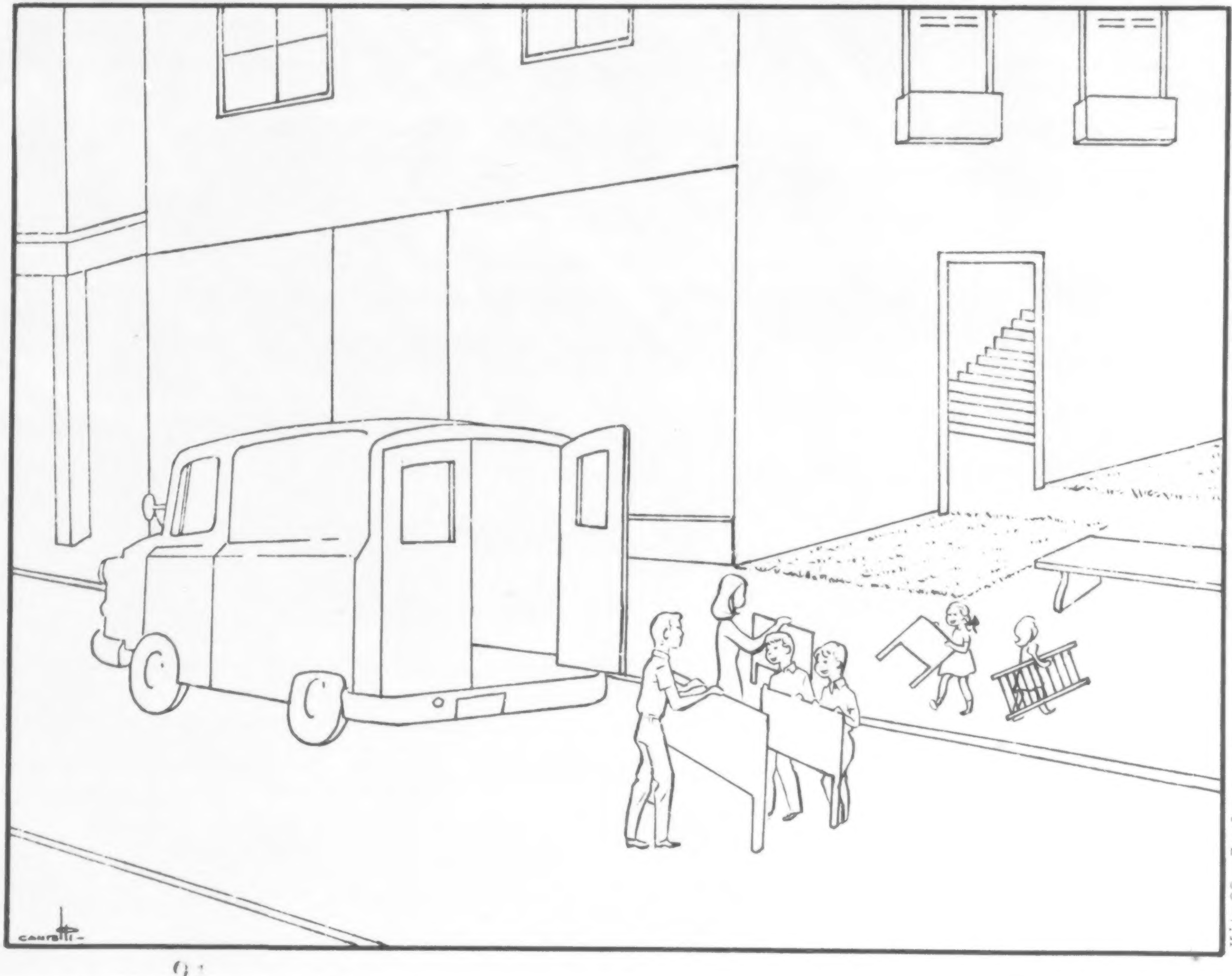


Kit 23, Suplemento

Para usar con Spanish SL Strand



Kit 23, *Suplemento* Para usar con *Spanish SL Strand*



Kit 23, Suplemento

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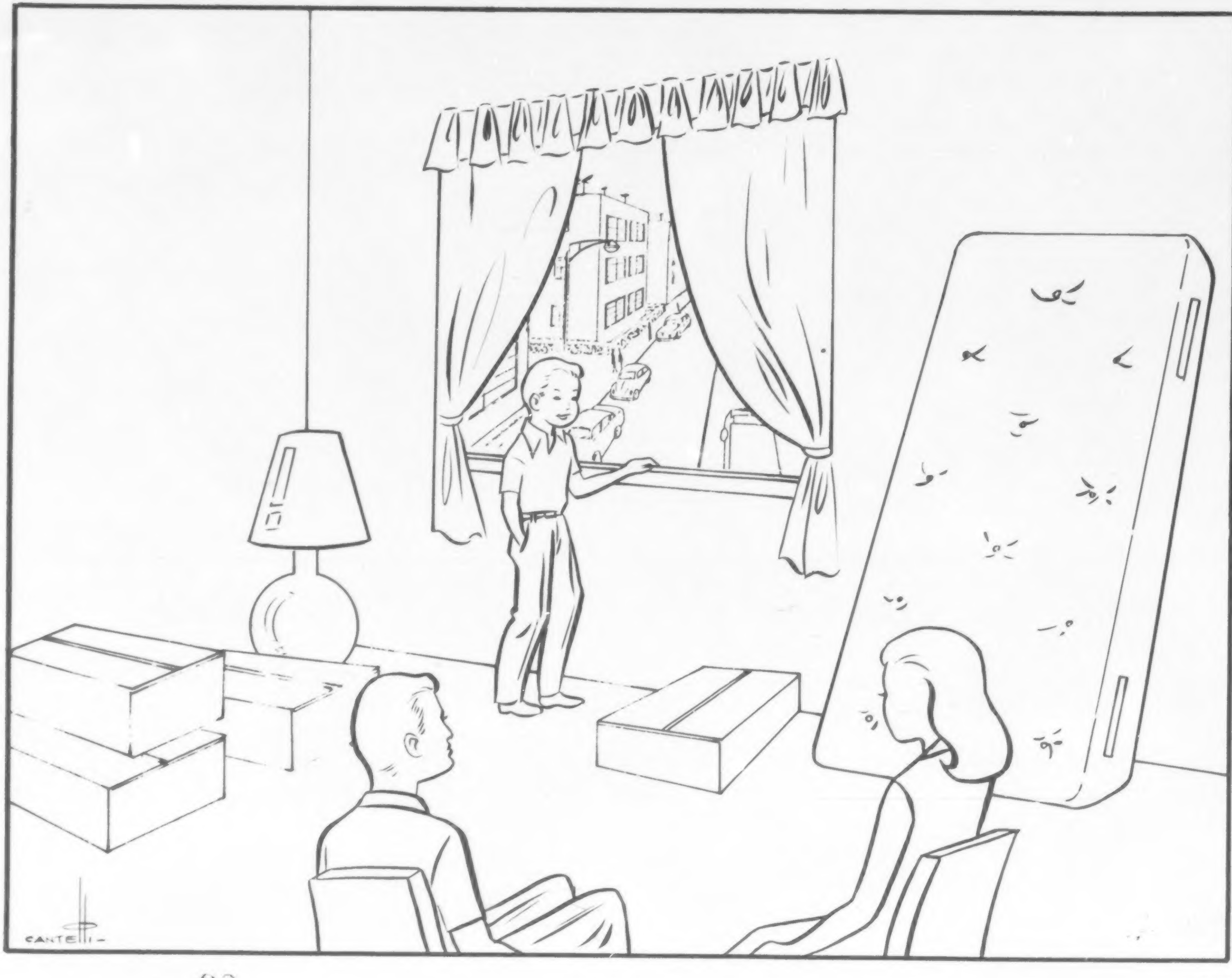
Para usar con Spanish SL Strand



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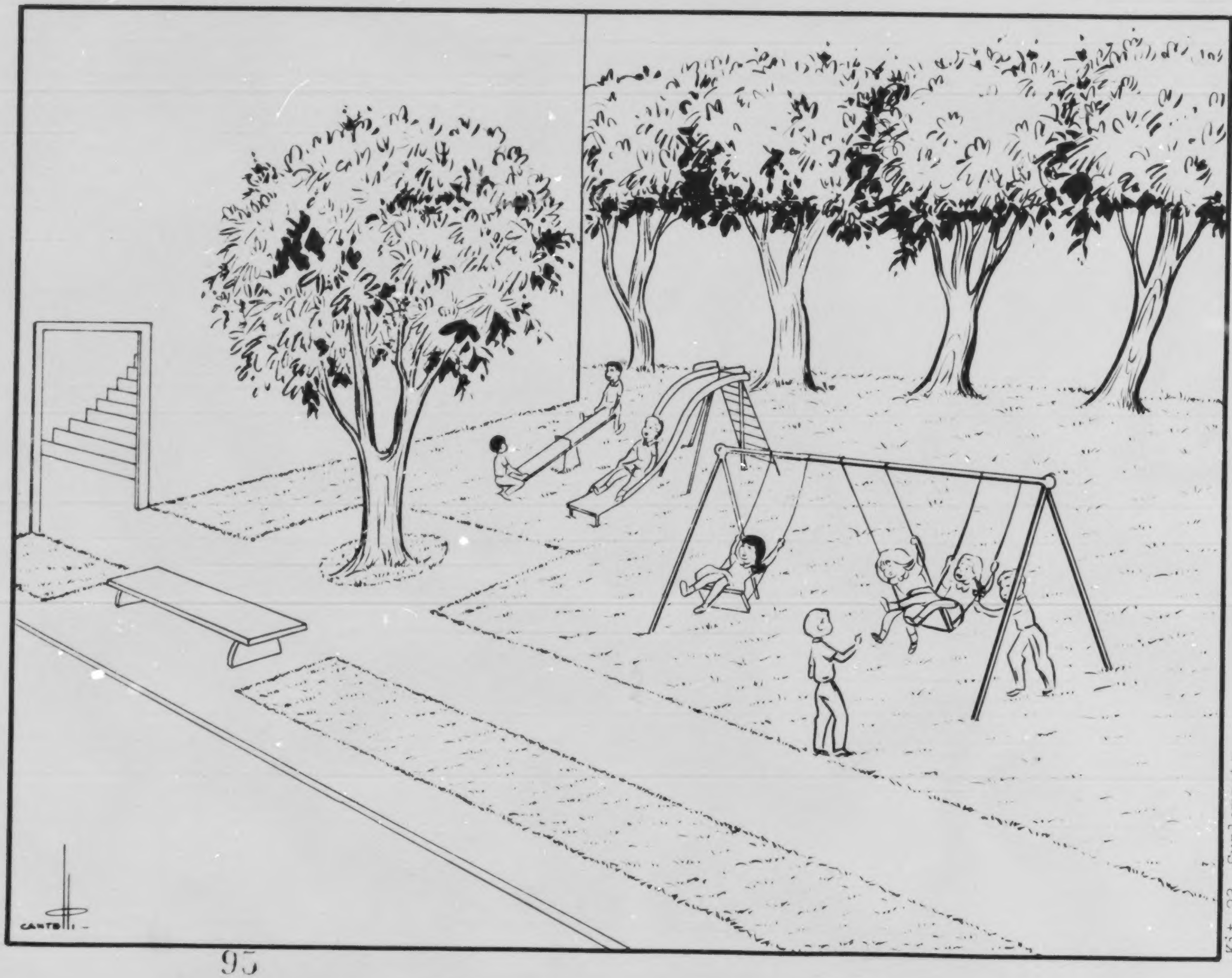
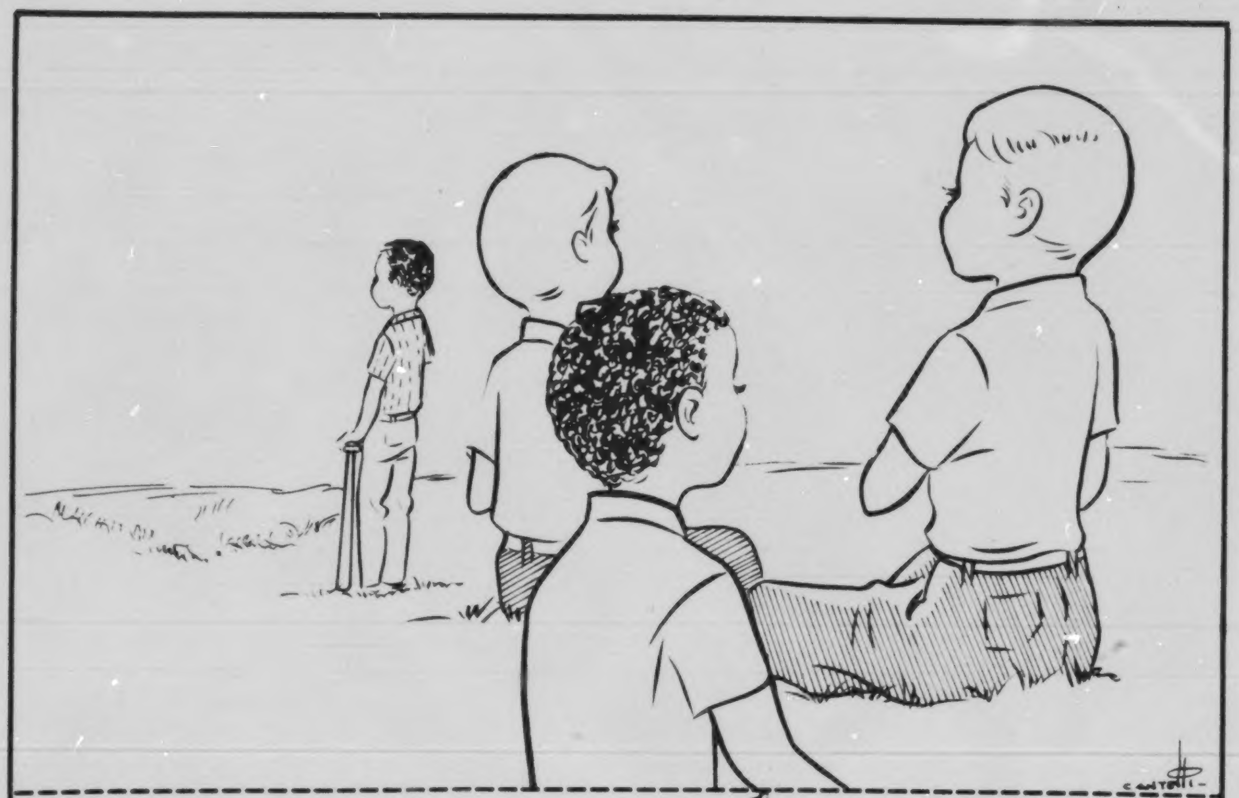
Kit 23, Suplemento

Para usar con Spanish SL Strand



Kit 23, Suplemento

Para usar con Spanish SL Strand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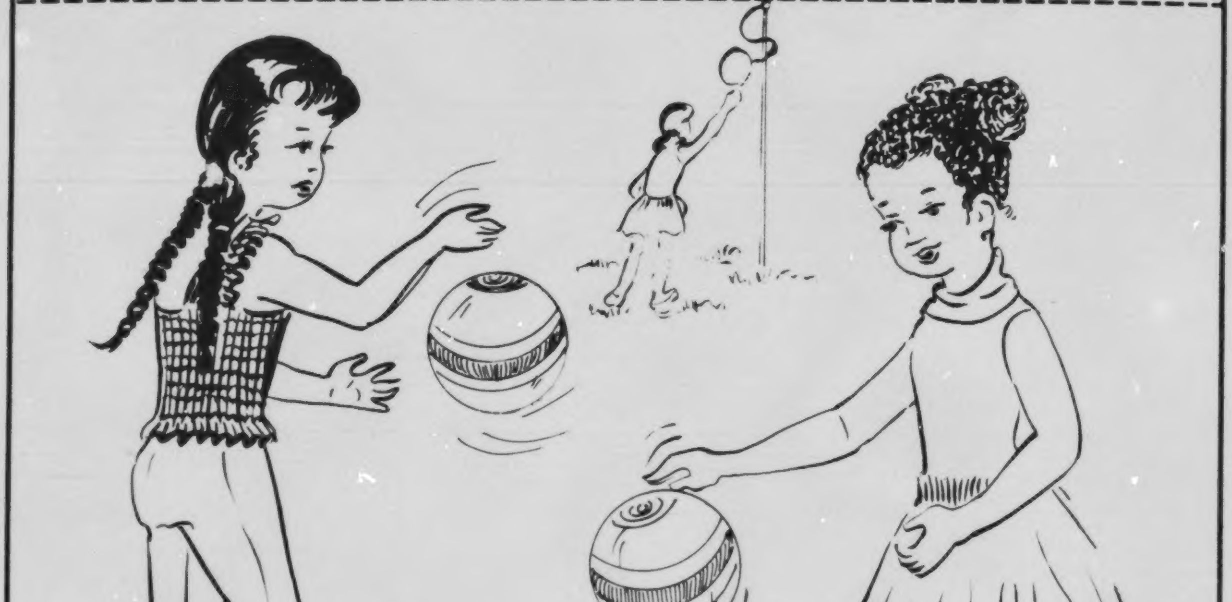
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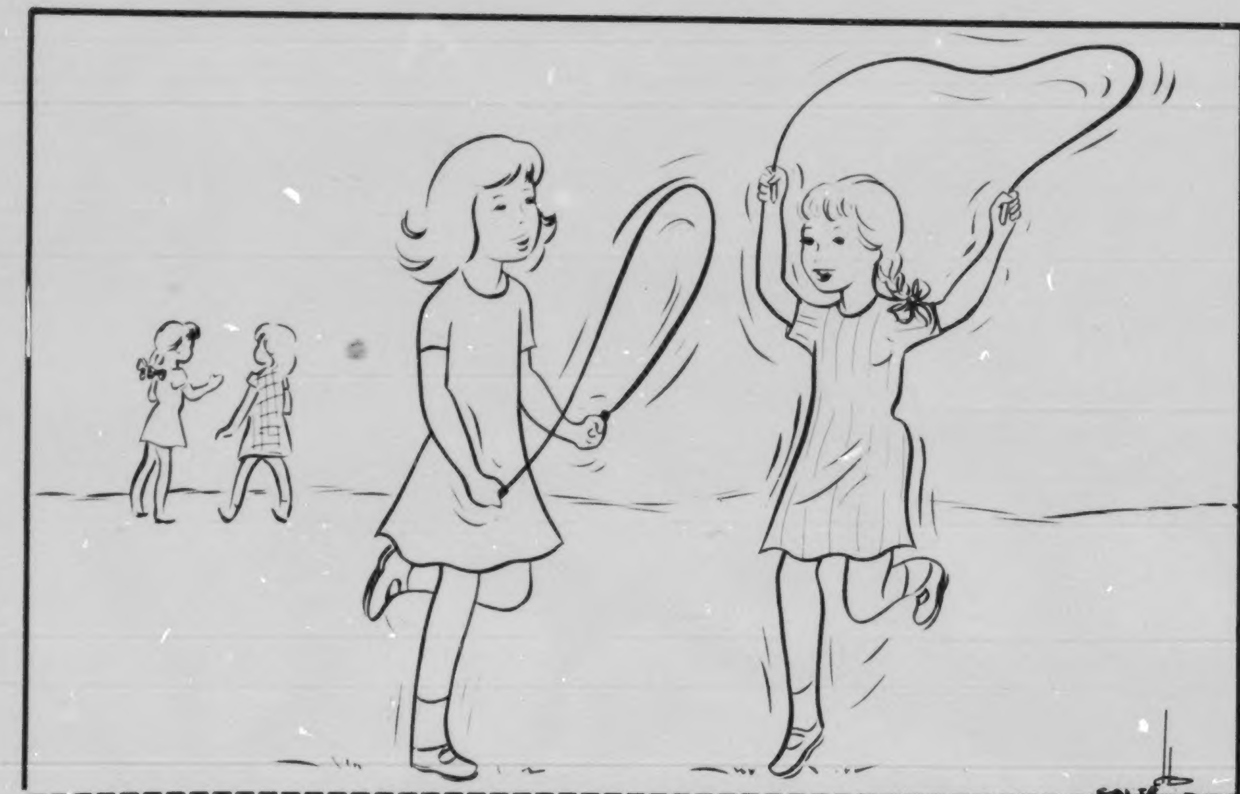

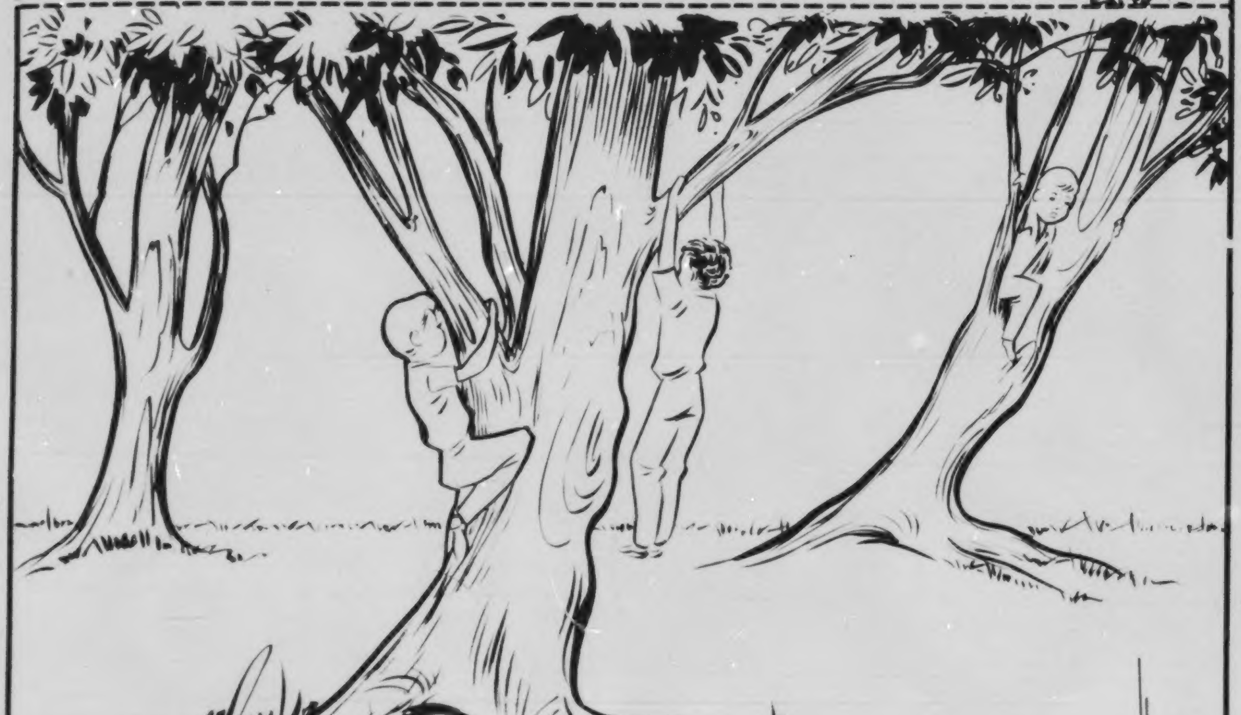

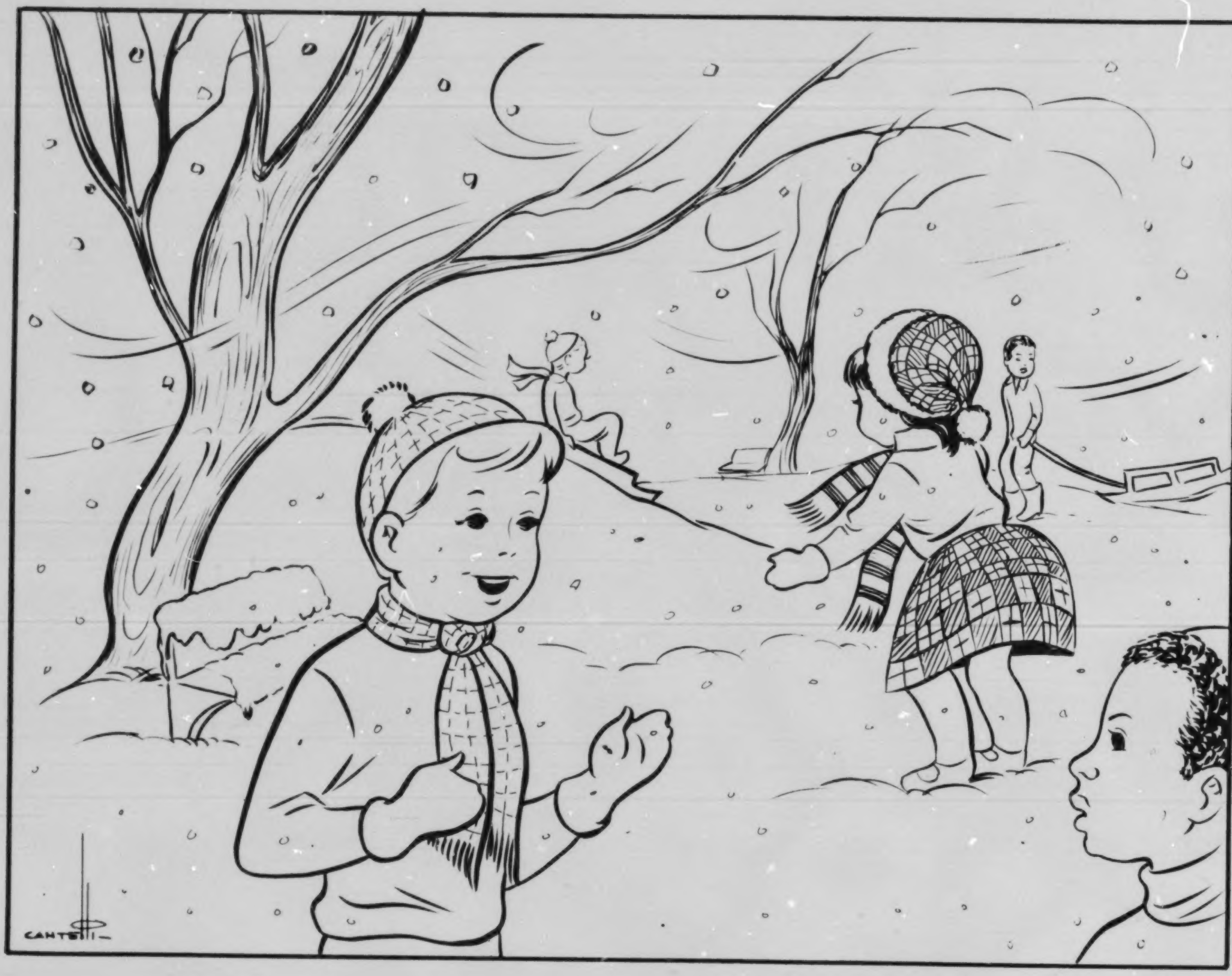

Para usar con Spanish SL Strand

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Kit 23, Suplemento

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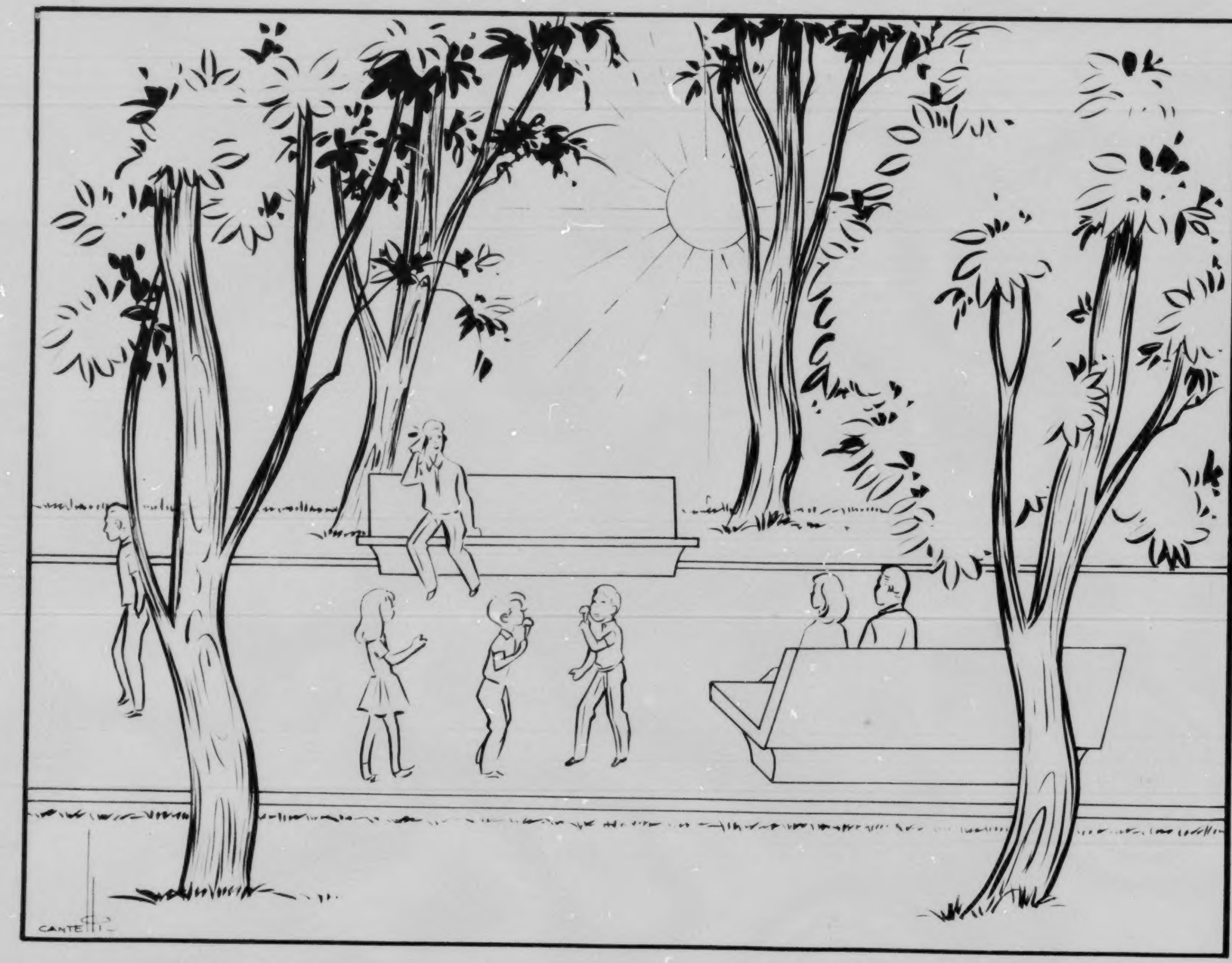
100



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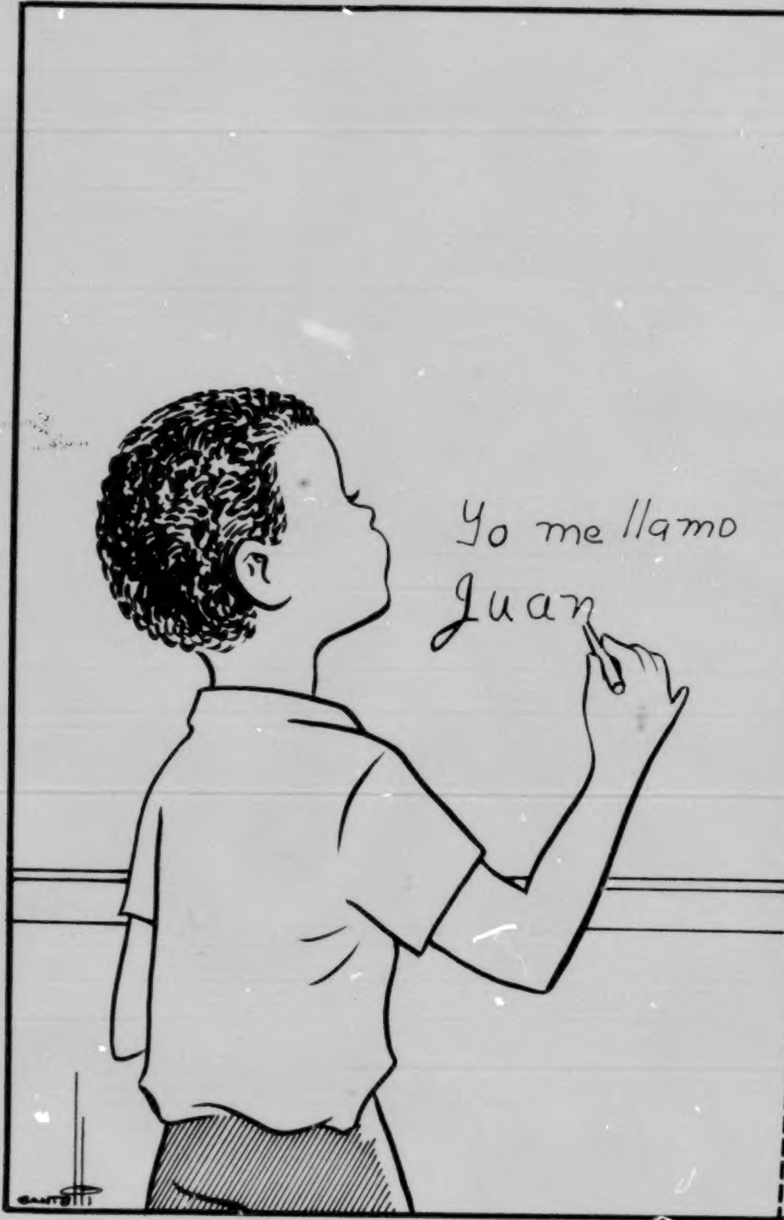
Kit 23, Suplemento

Para usar con Spanish SL Strand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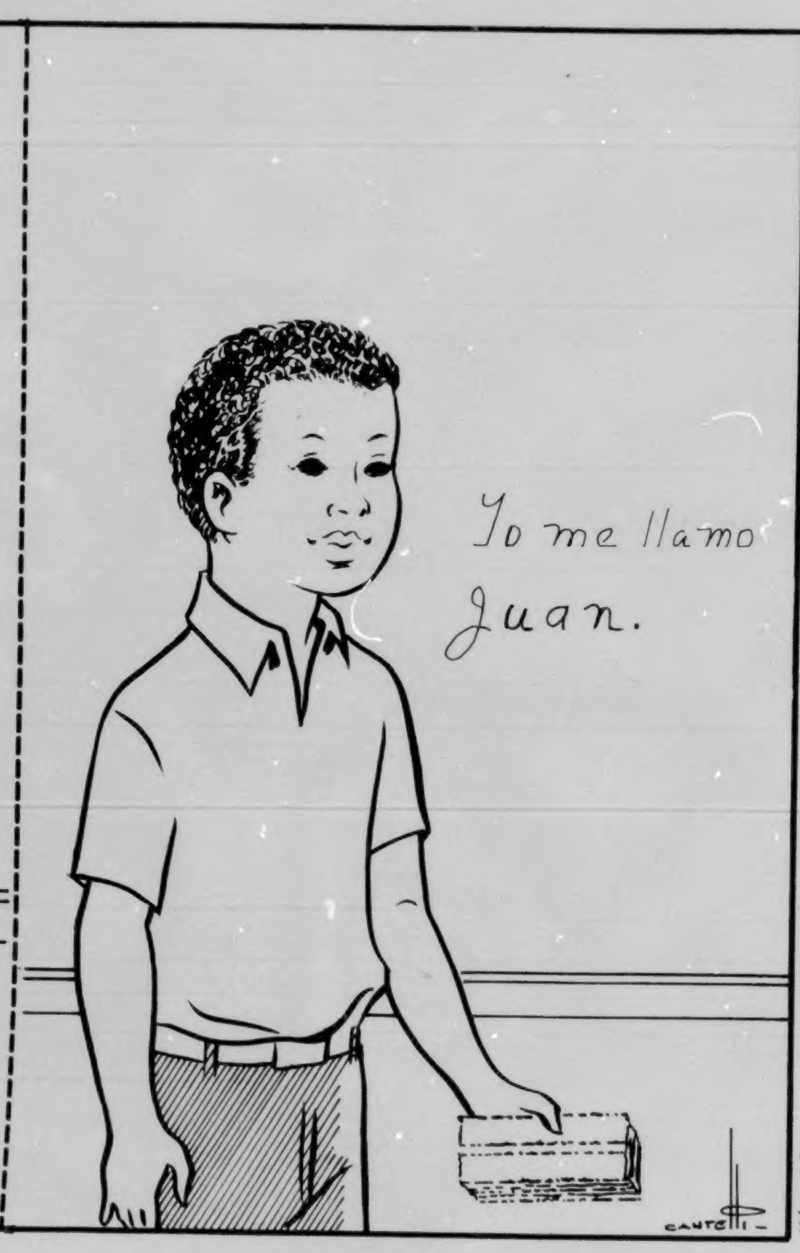
Juan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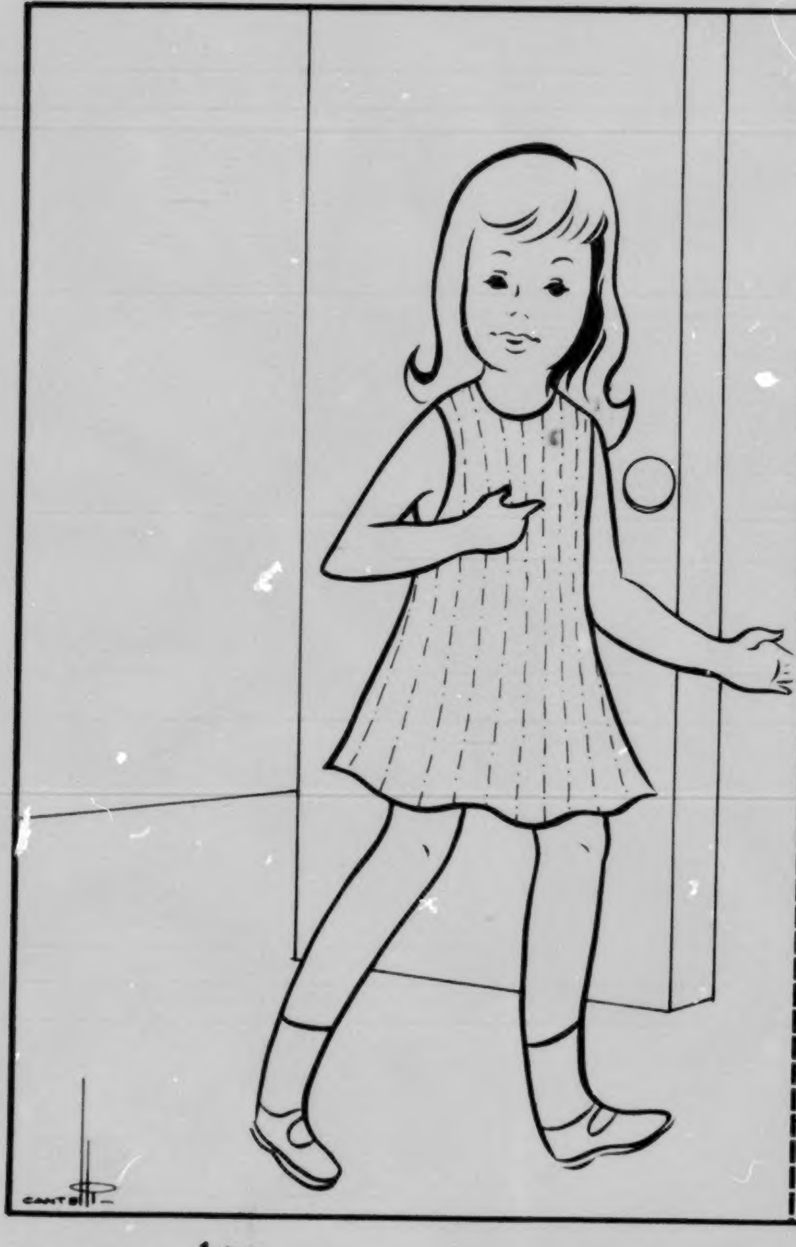
Juan.

Para usar con Spanish SL Strand

Kit 23, Suplemento



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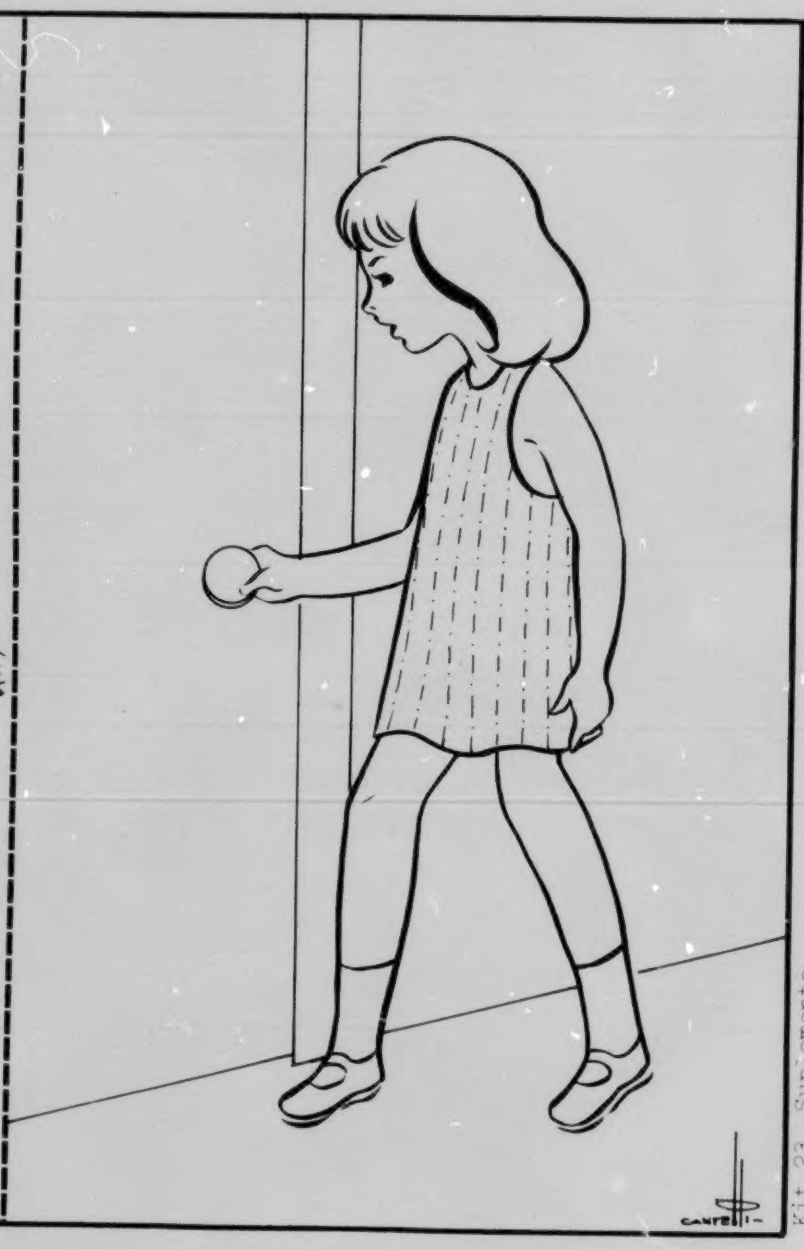

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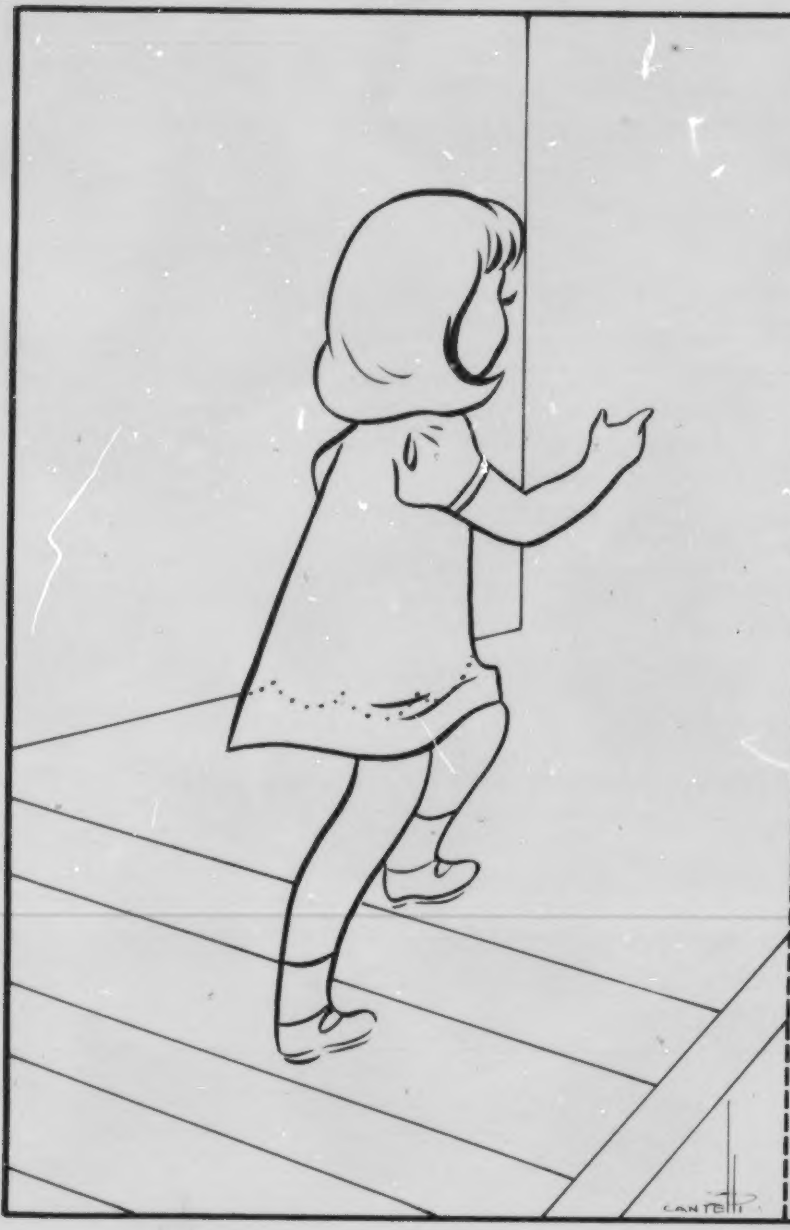
Kit 23, Suplemento

Para usar con Spanish SL Strand

Para usar con Spanish SL Strand



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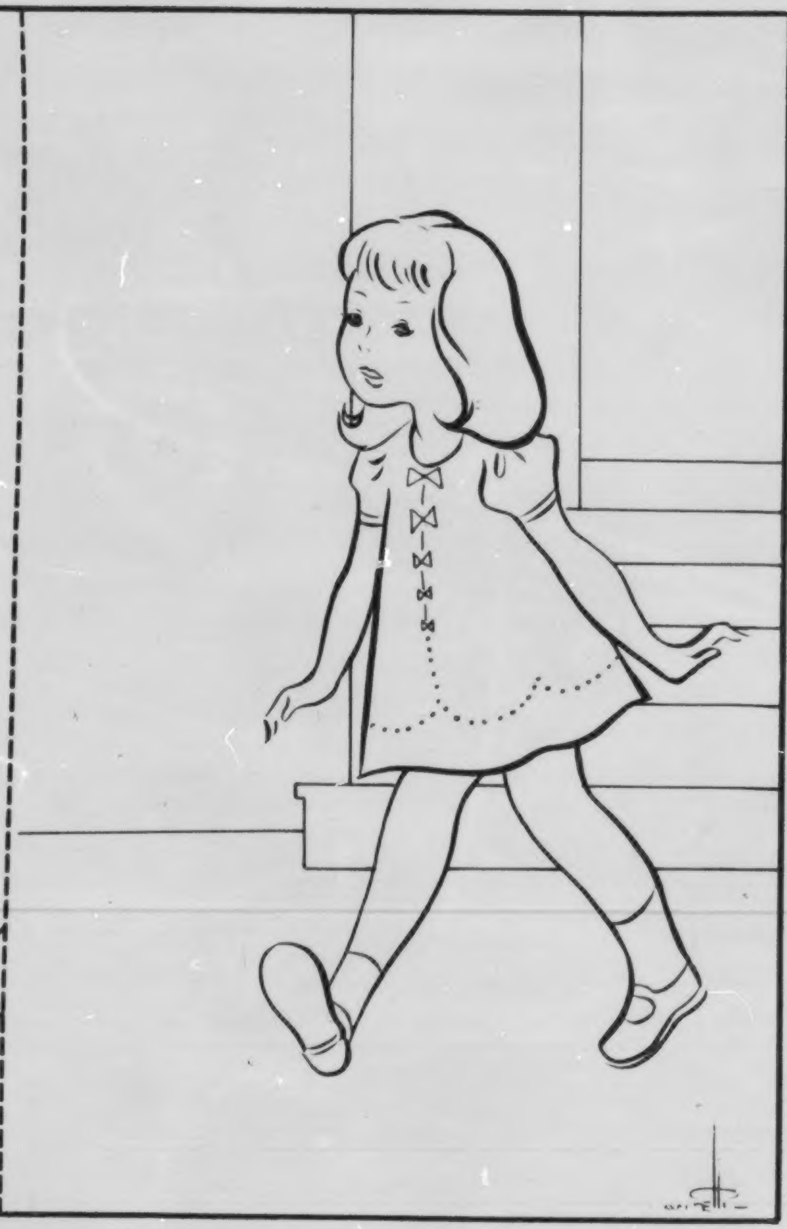

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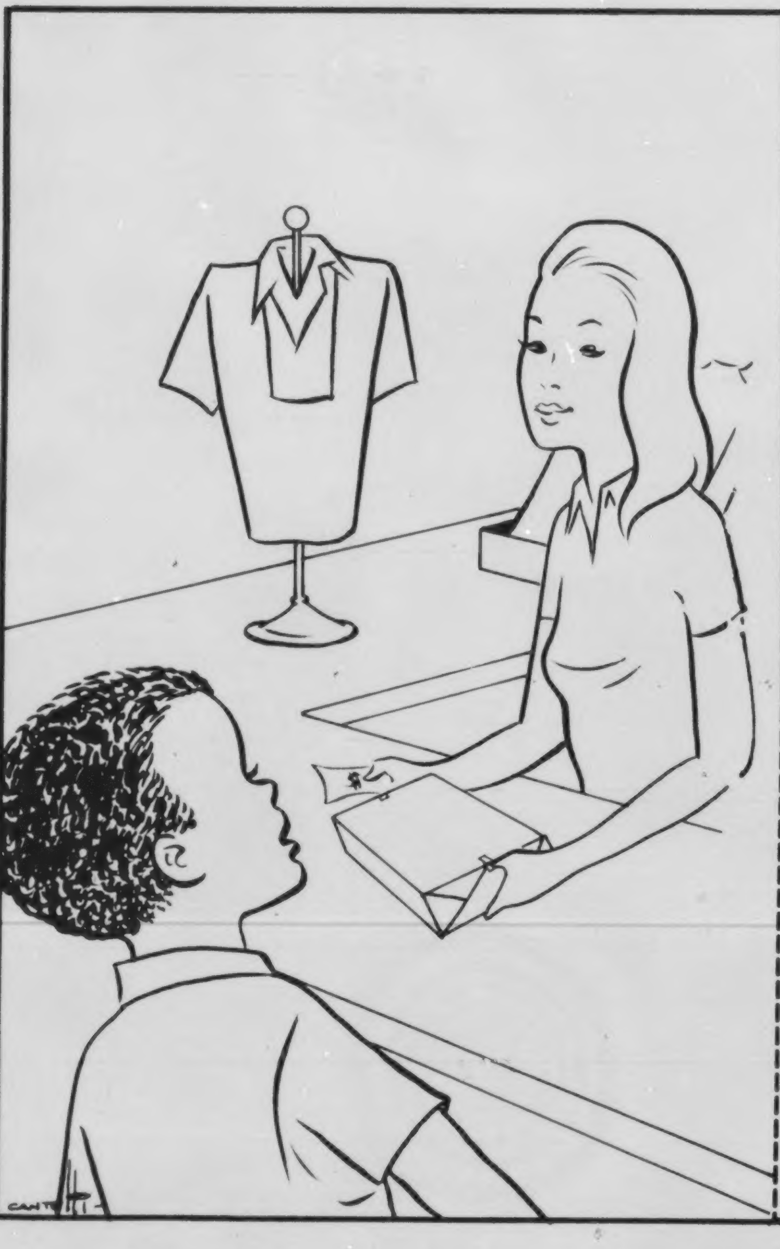
Kit 23, Suplemento



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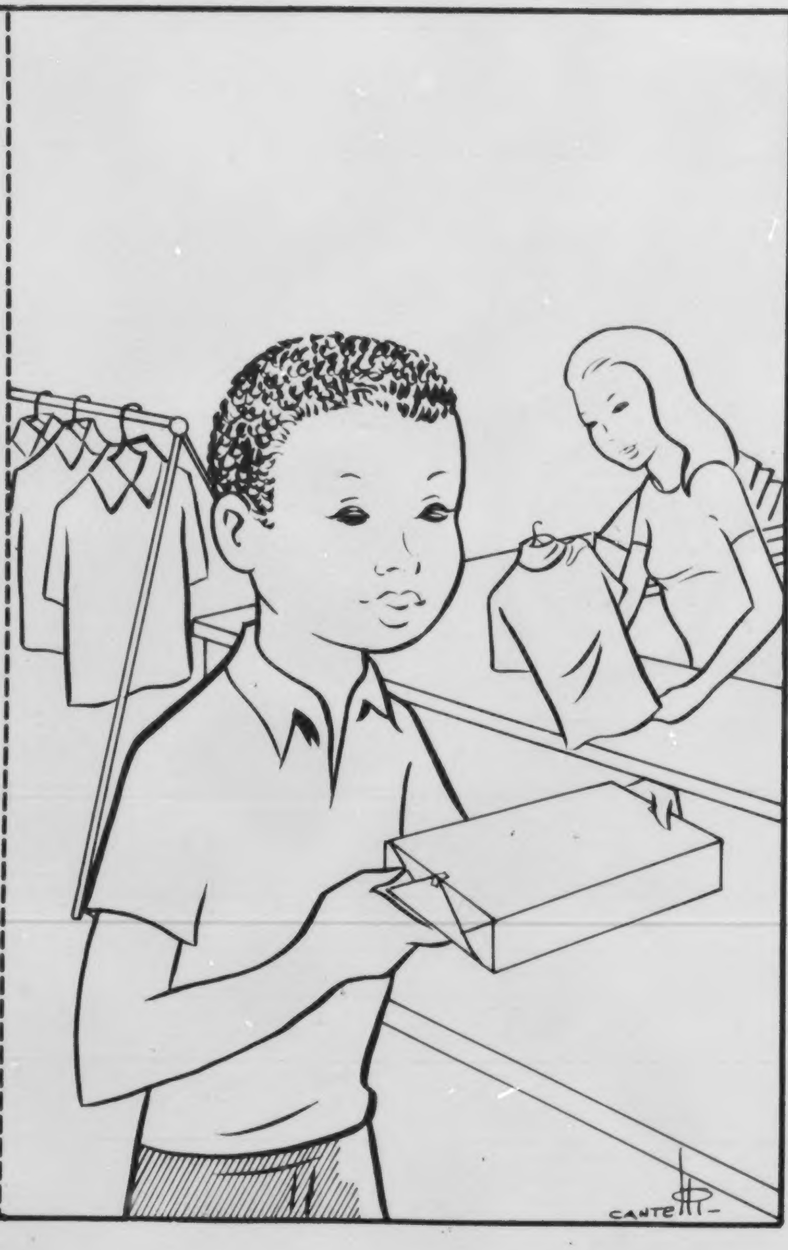

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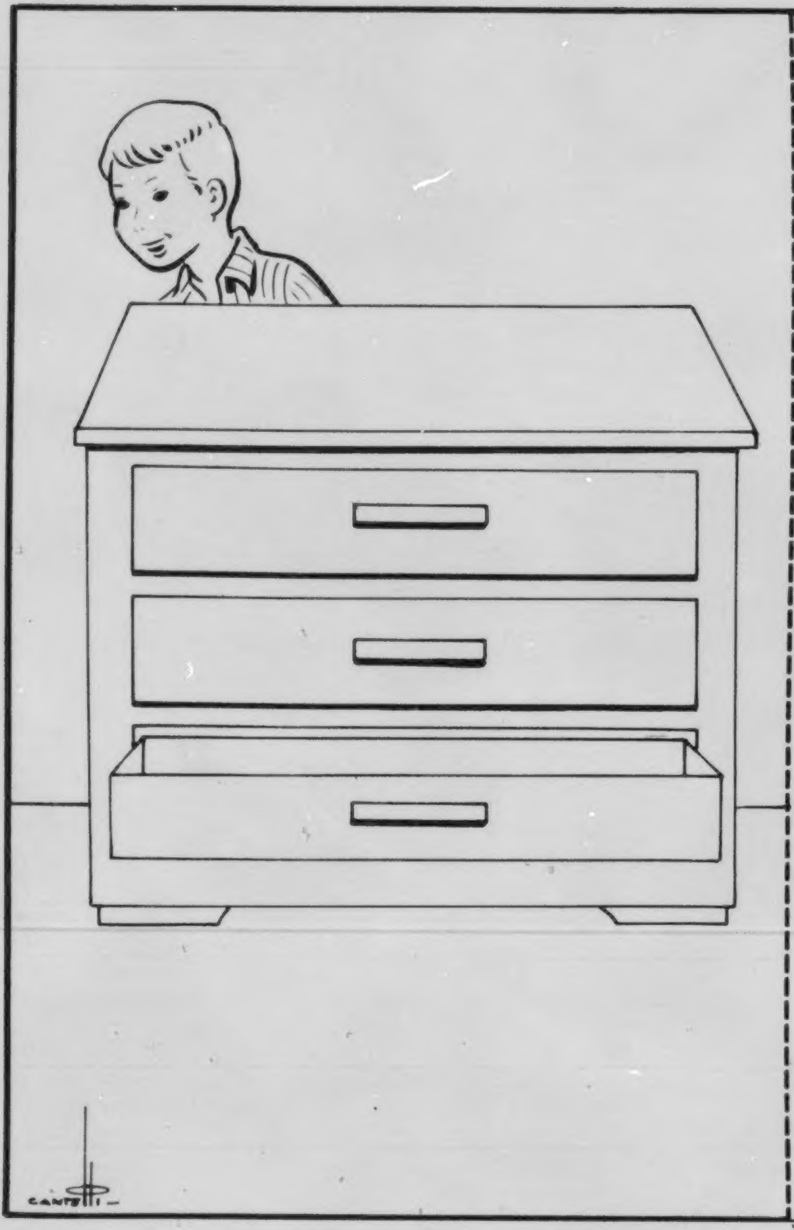
Para usar con Spanish SL Strand

Kit 23, Suplemento



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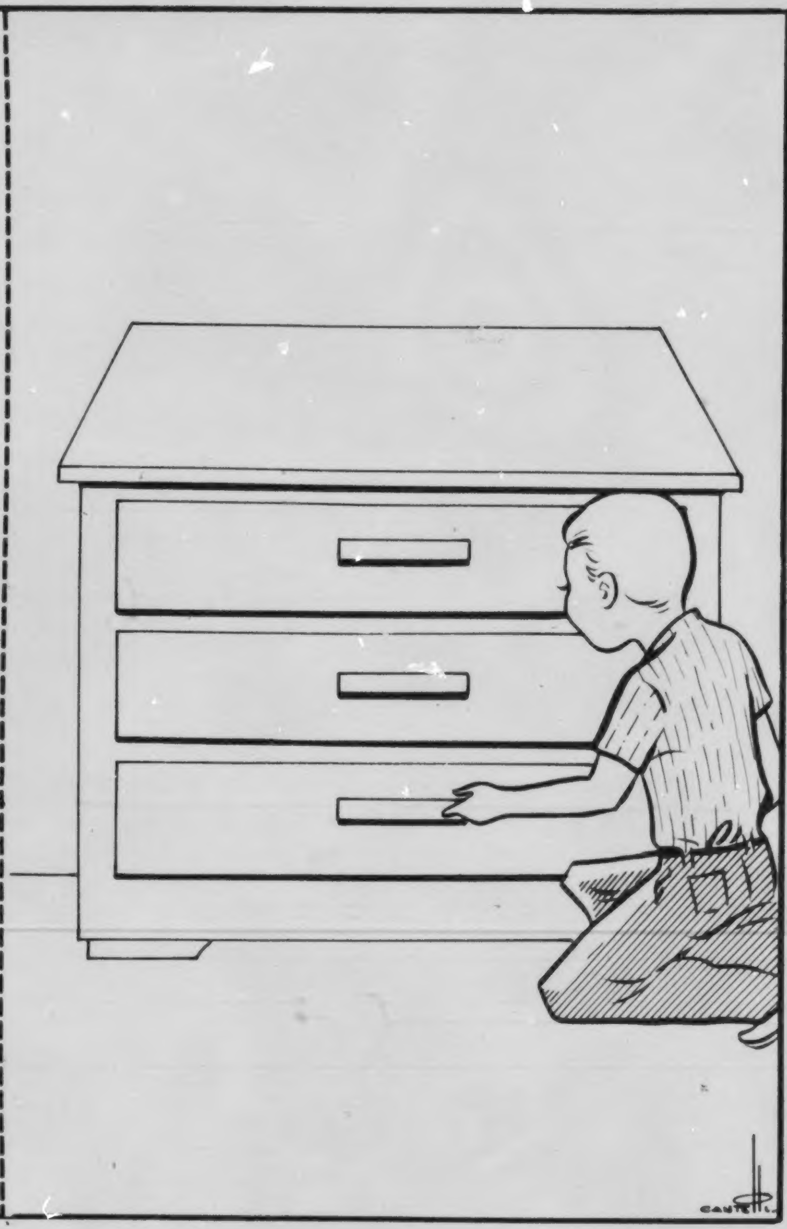

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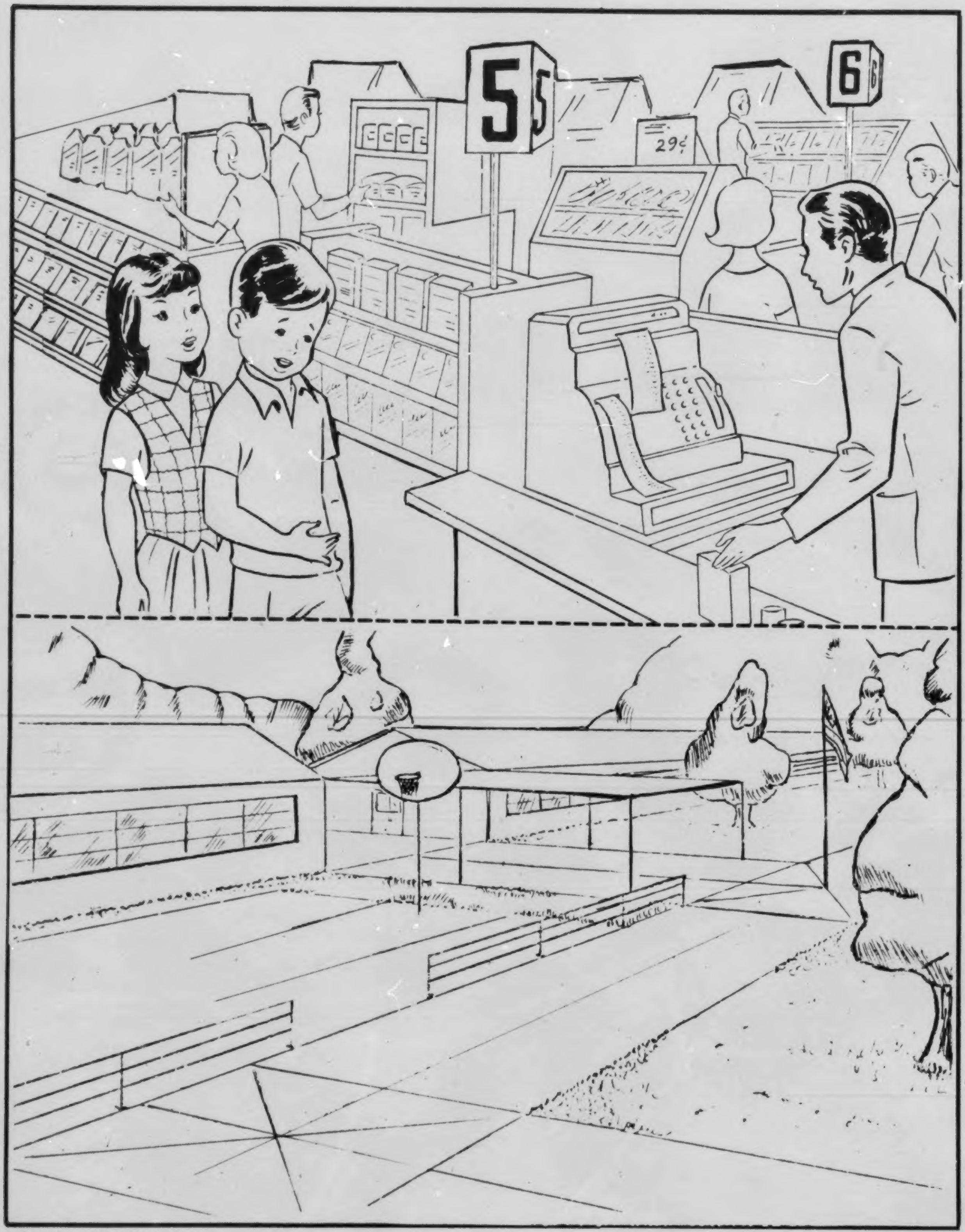
Para usar con Spanish SL Strand

Kit 23, Suplemento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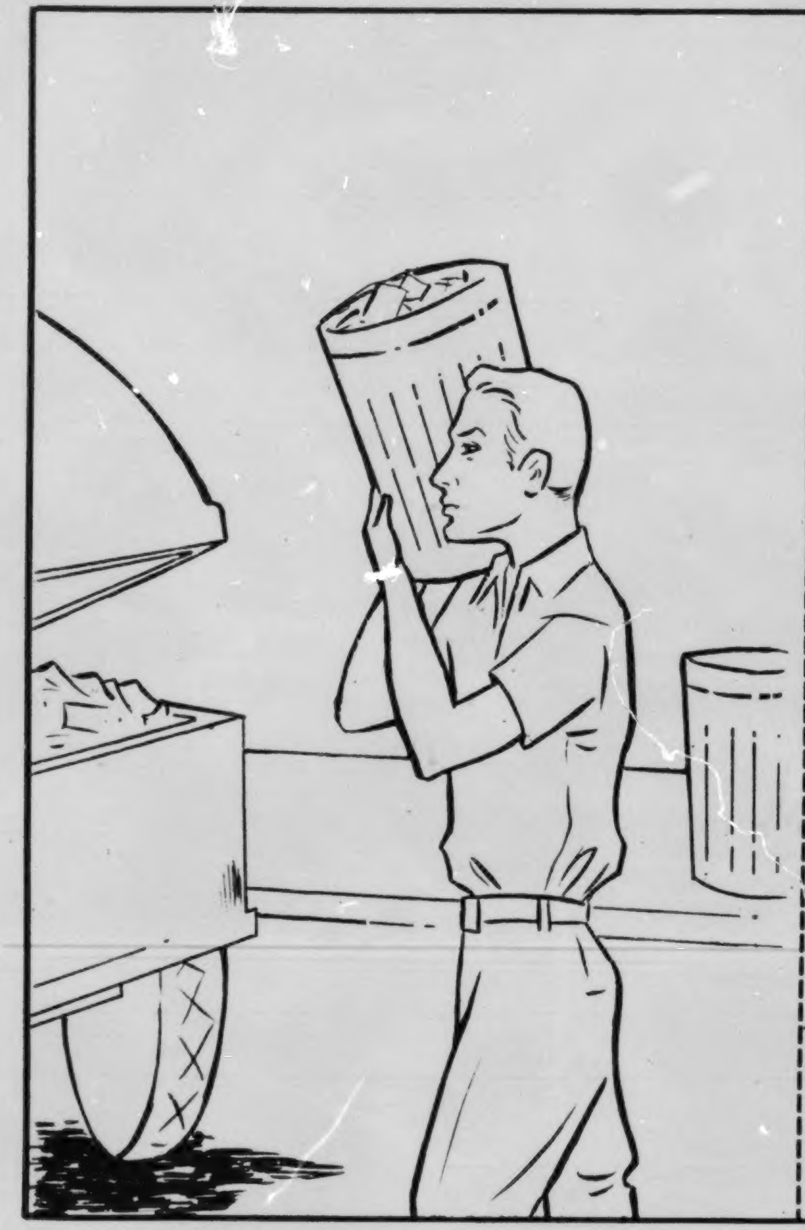

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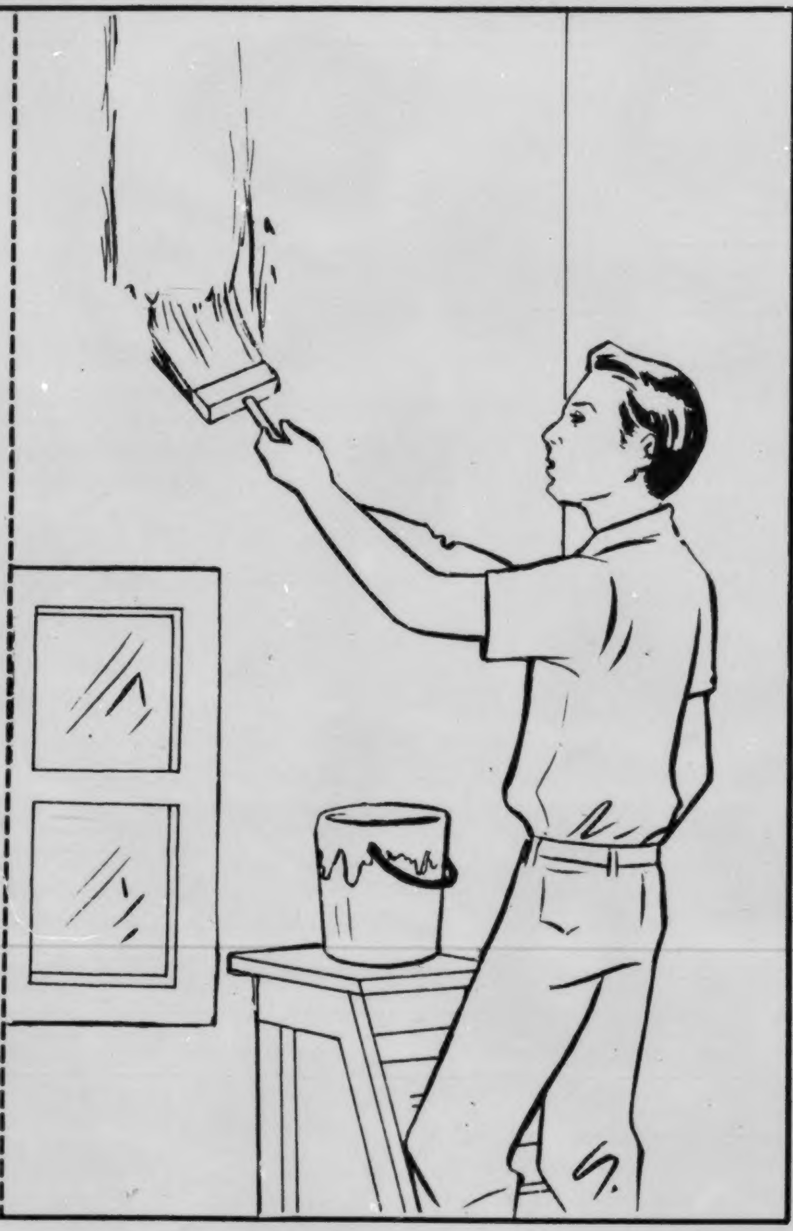

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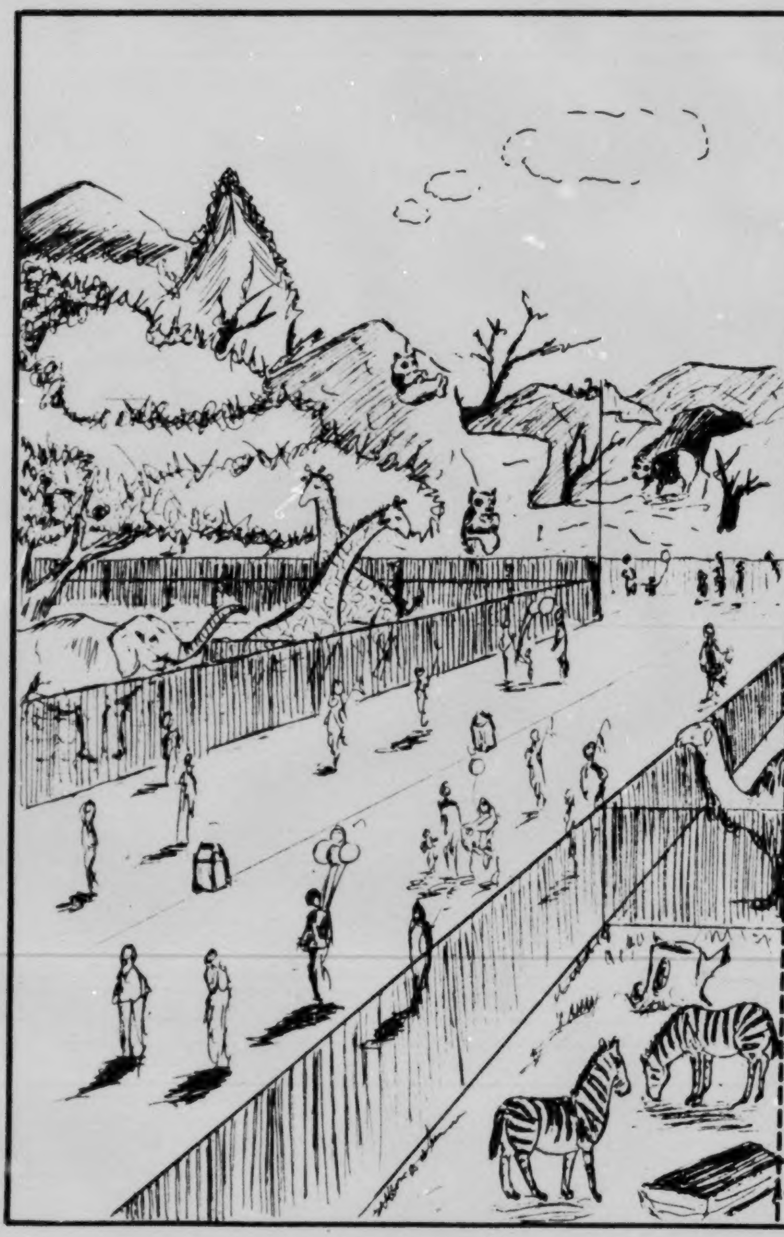
Kit 23, Suplemento

Para usar con Spanish SL Strand



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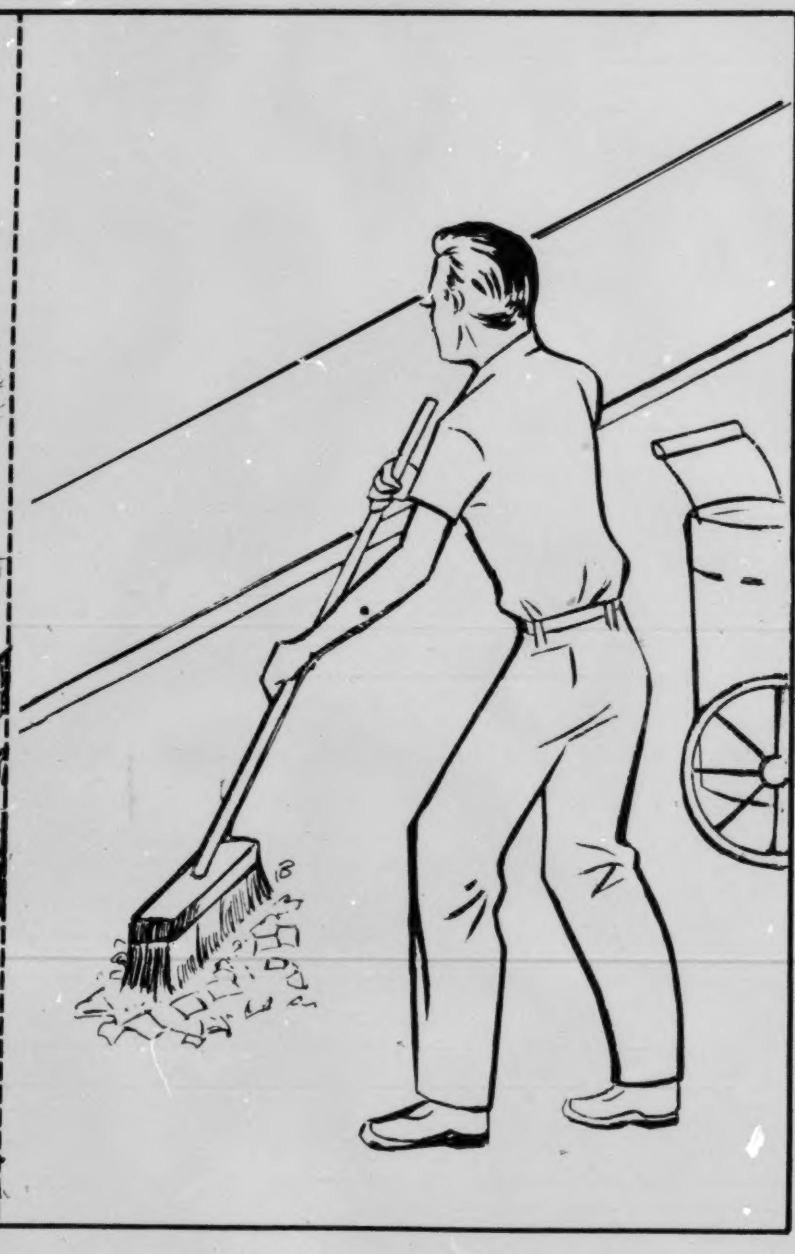

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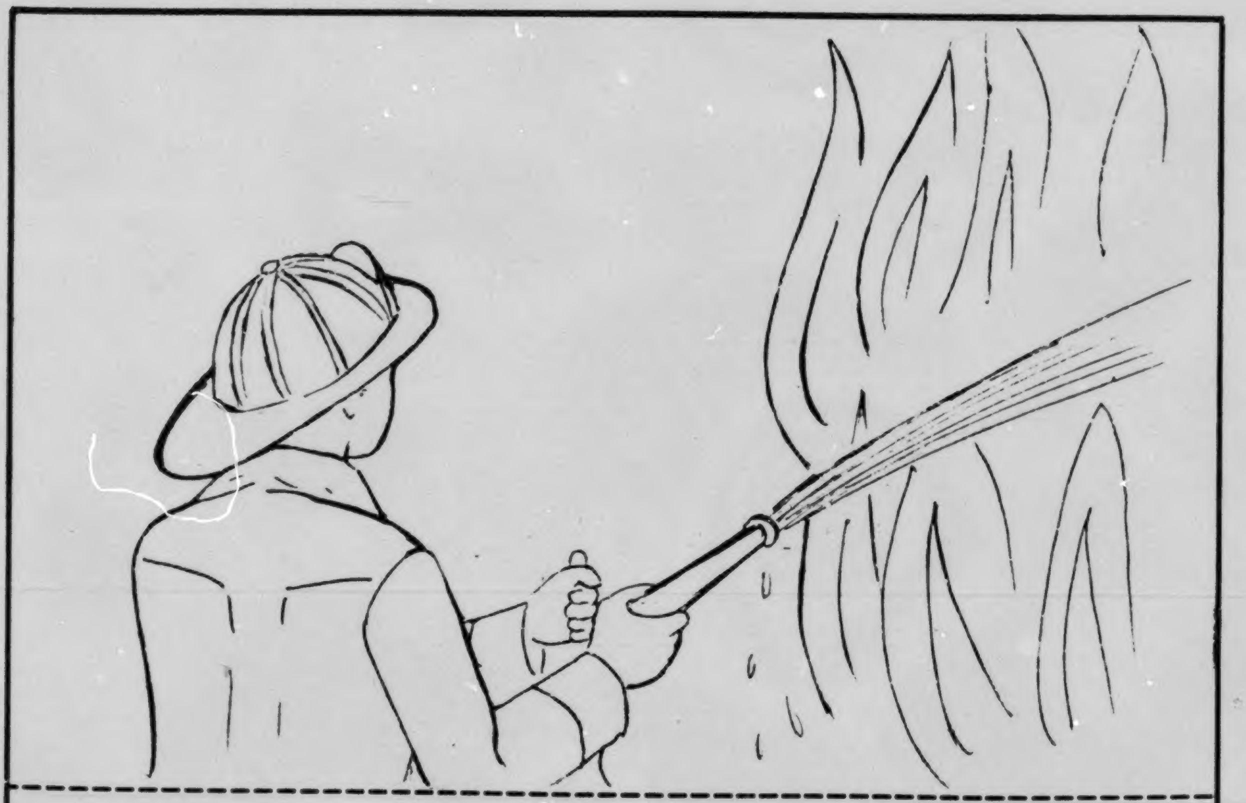
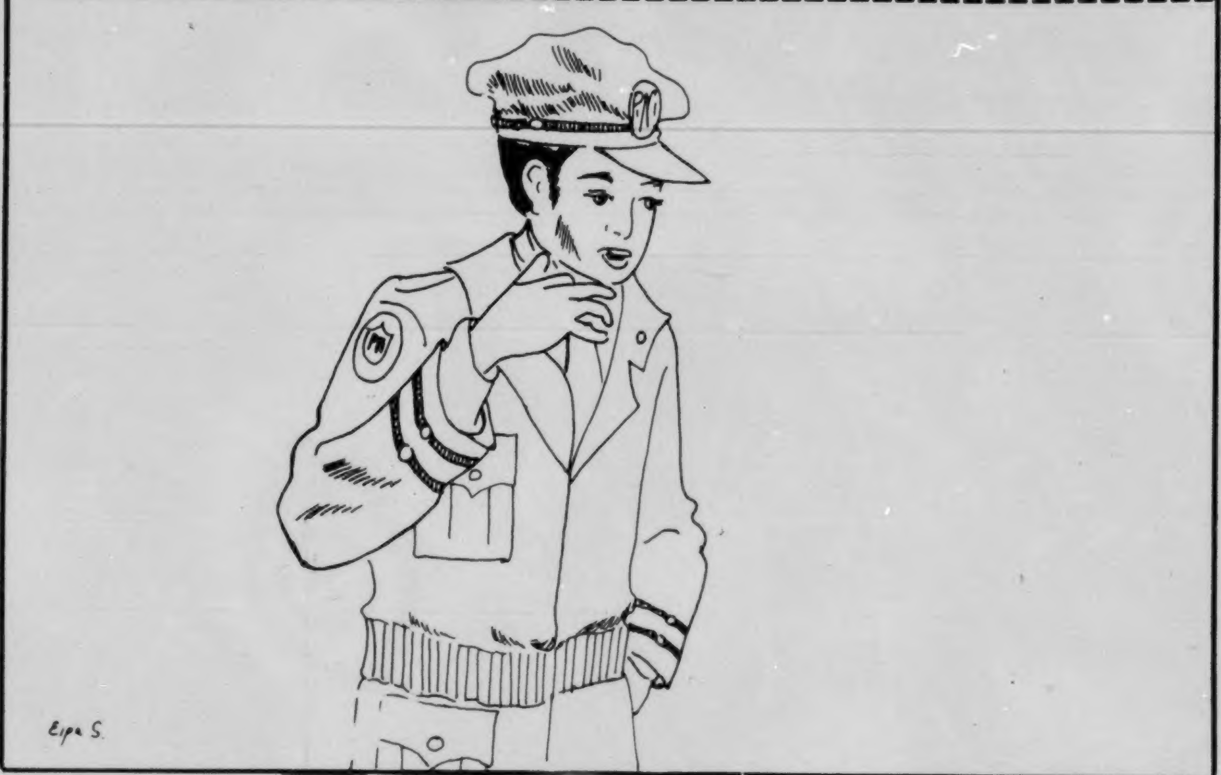
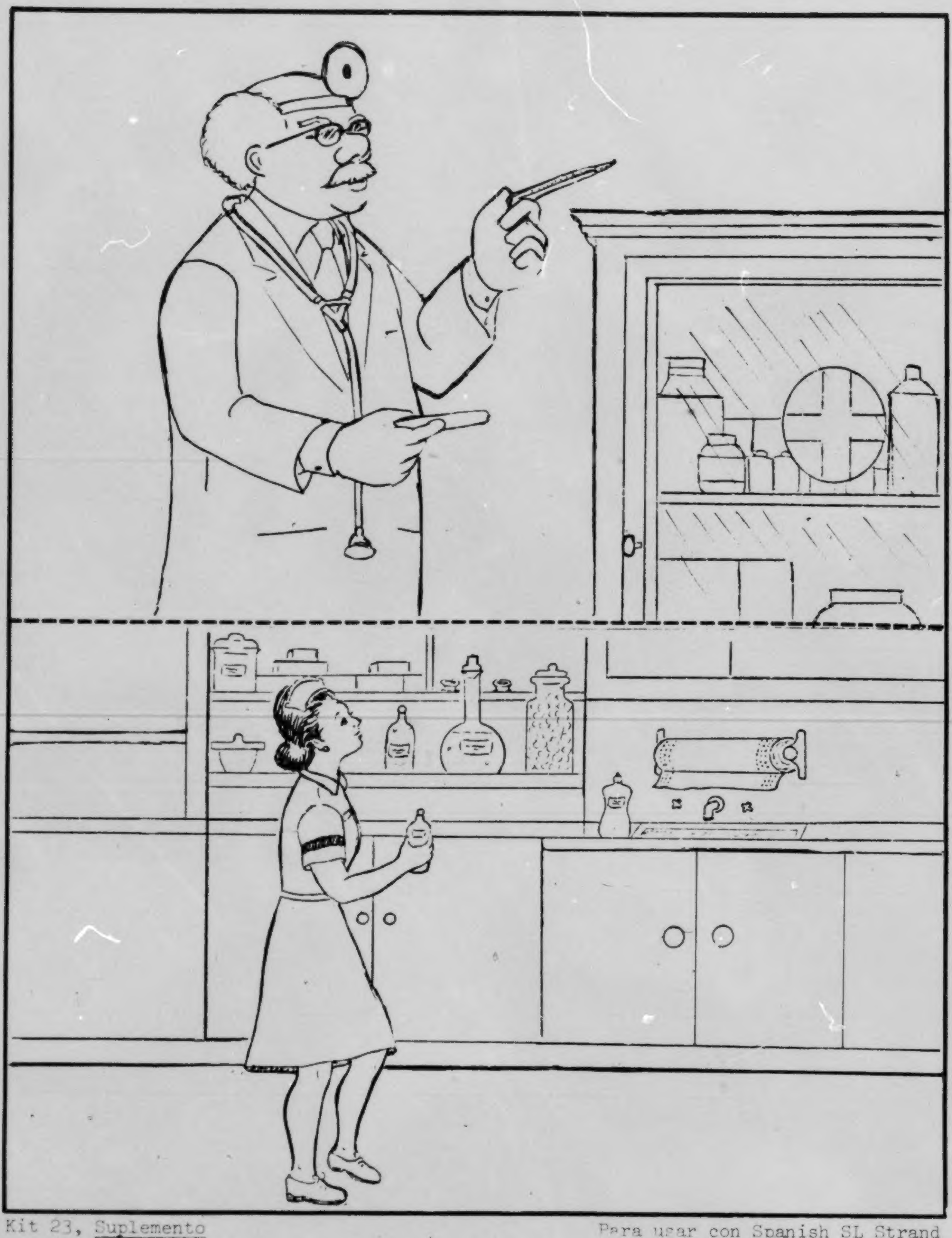
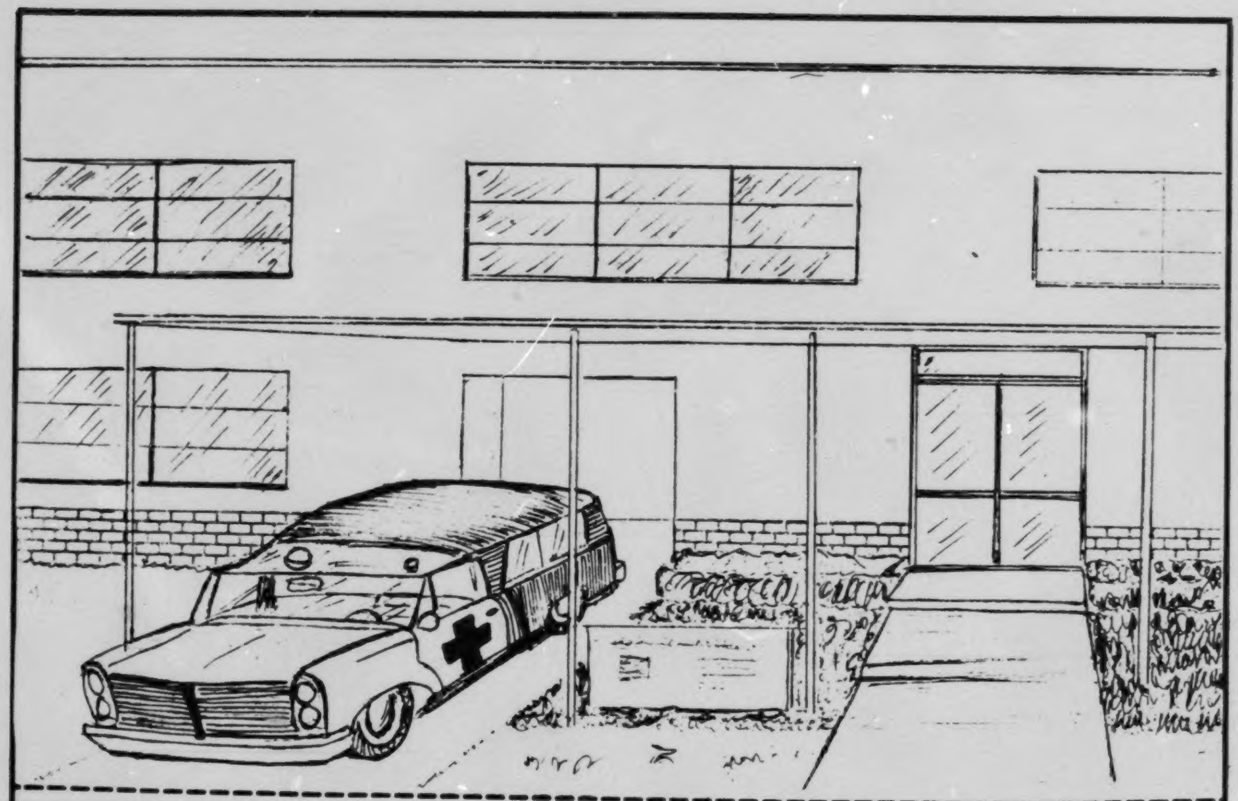
Kit 23, Suplemento

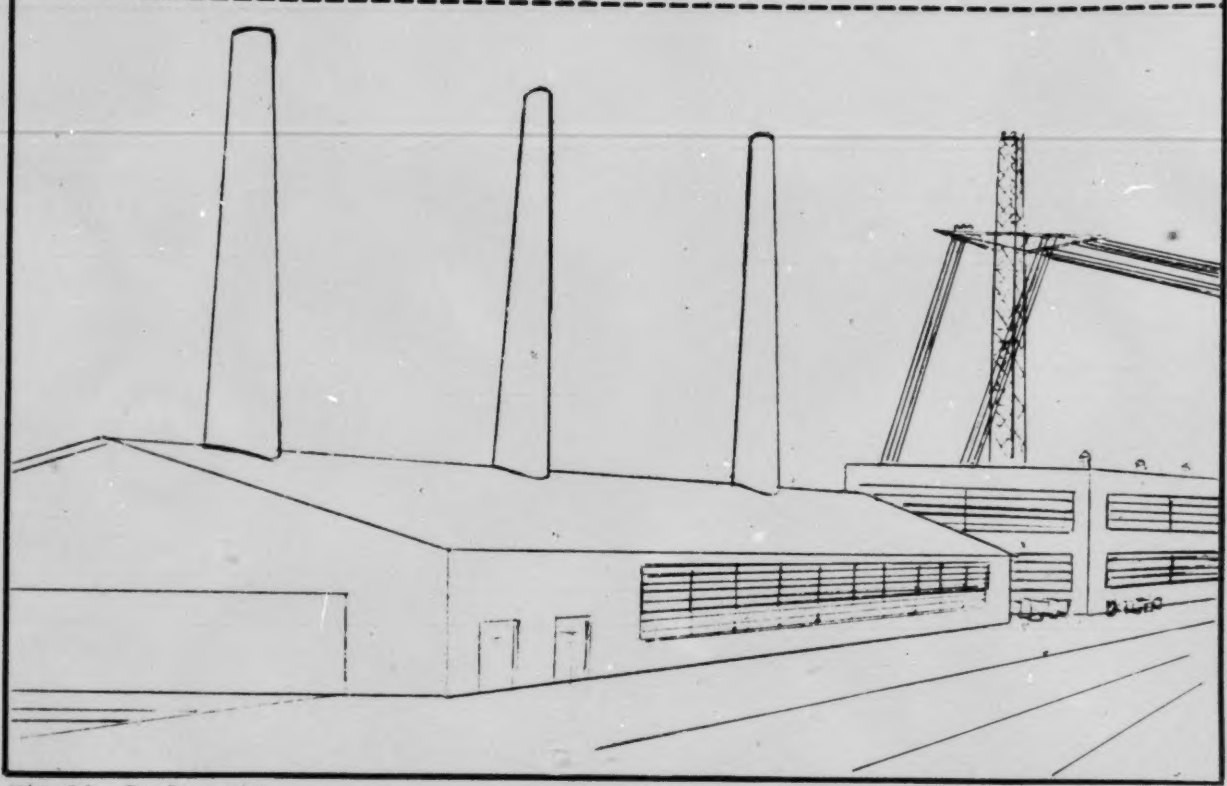
Para usar con Spanish SL Strand

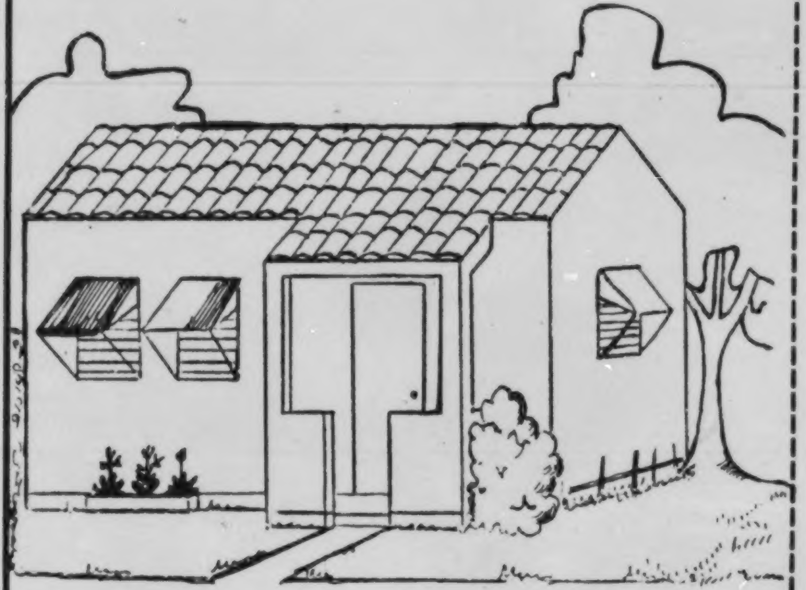












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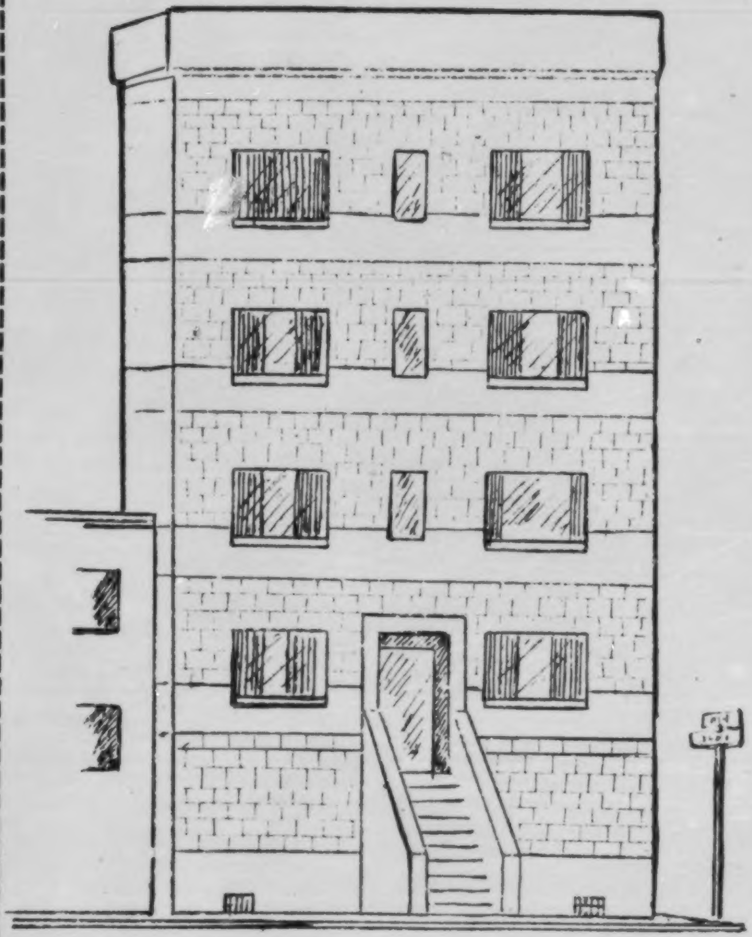

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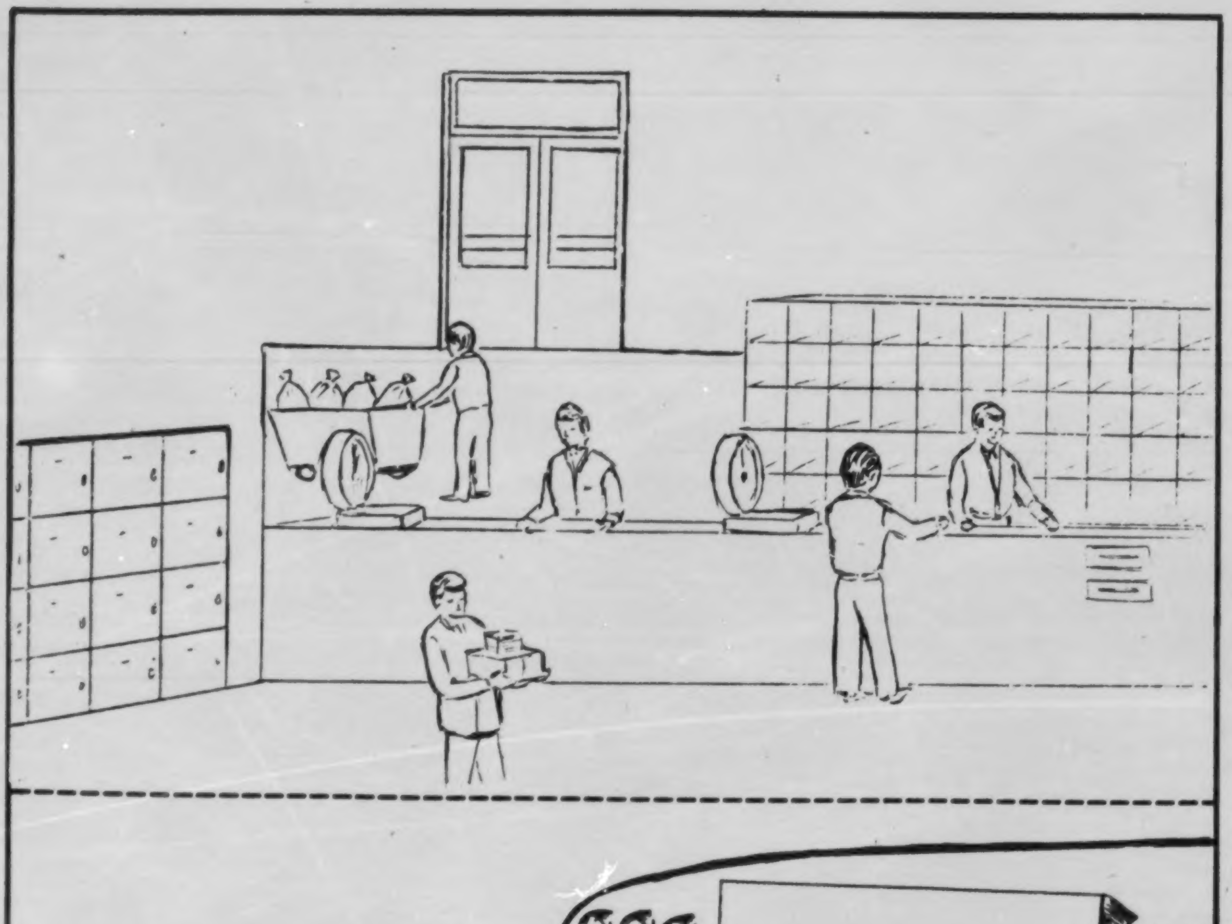
Kit 23, Suplemento

Para usar con Spanish SL Strand

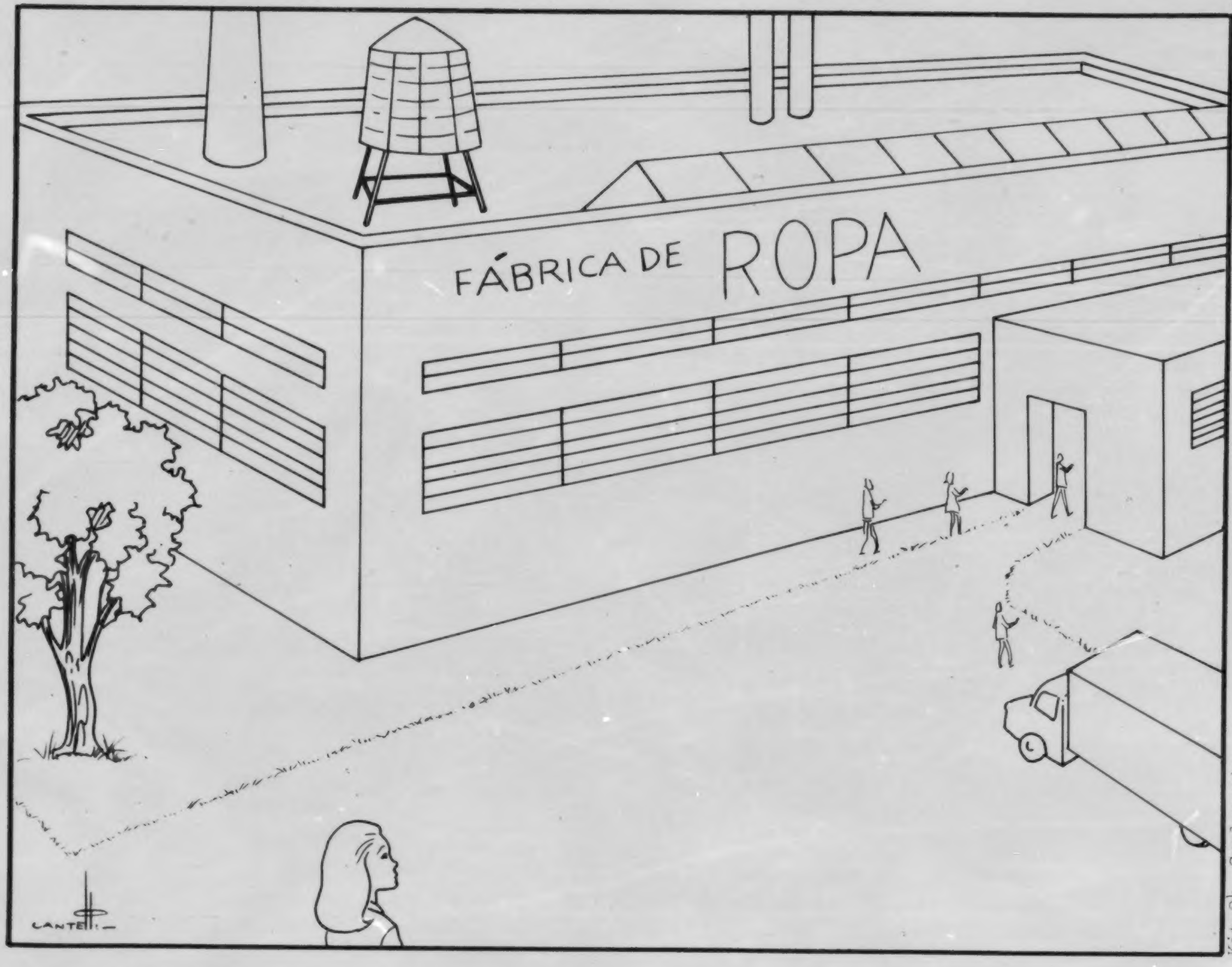


Kit 23, Suplemento

Para usar con Spanish SL Strand

KIT 24

(Pages 65-98)


FÁBRICA DE ROPA
CANTELLI

Kit 24, Suplemento

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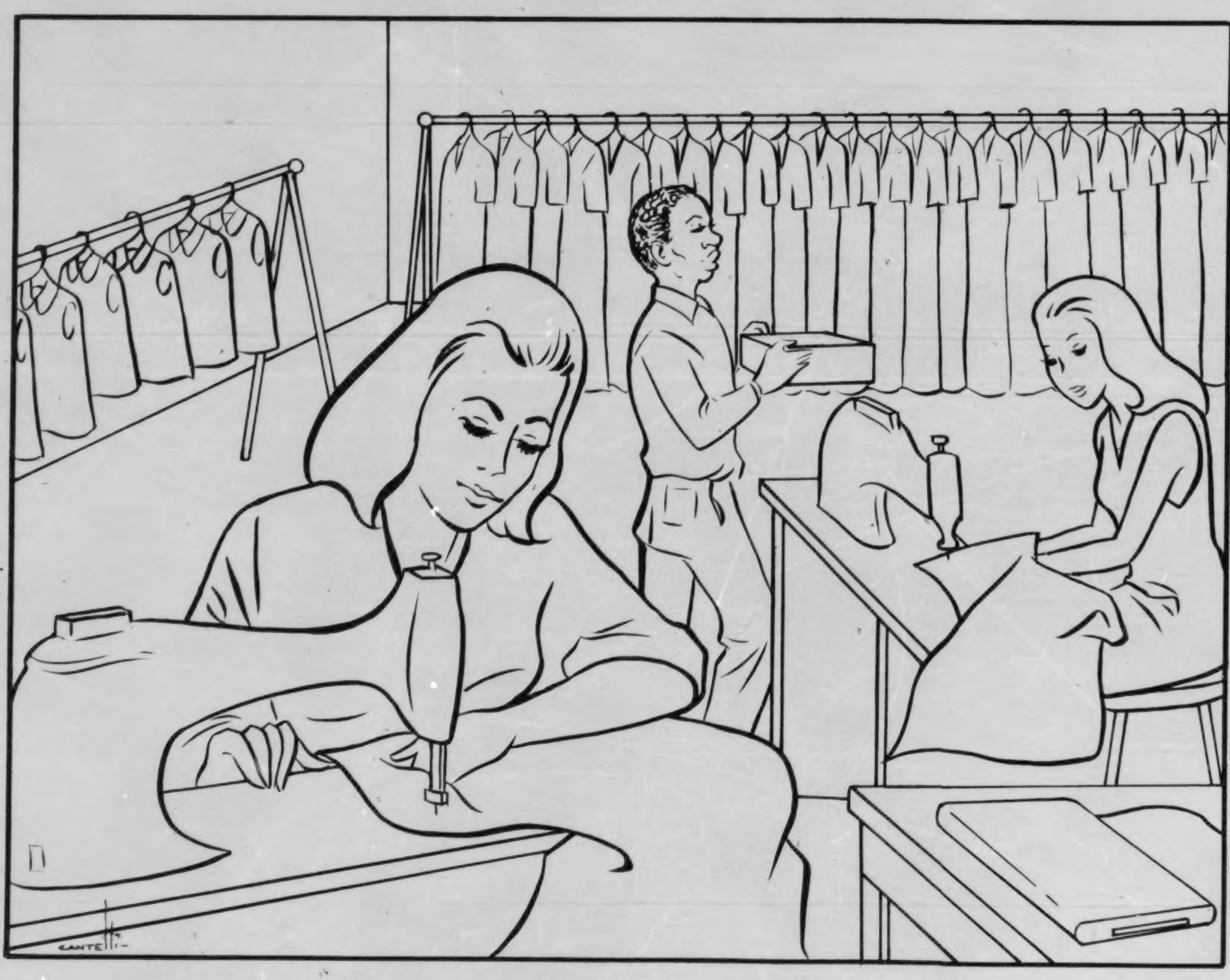
Para usar con Spanish AL Strand



Kit 24, Suplemento

Para usar con Spanish SL Strand

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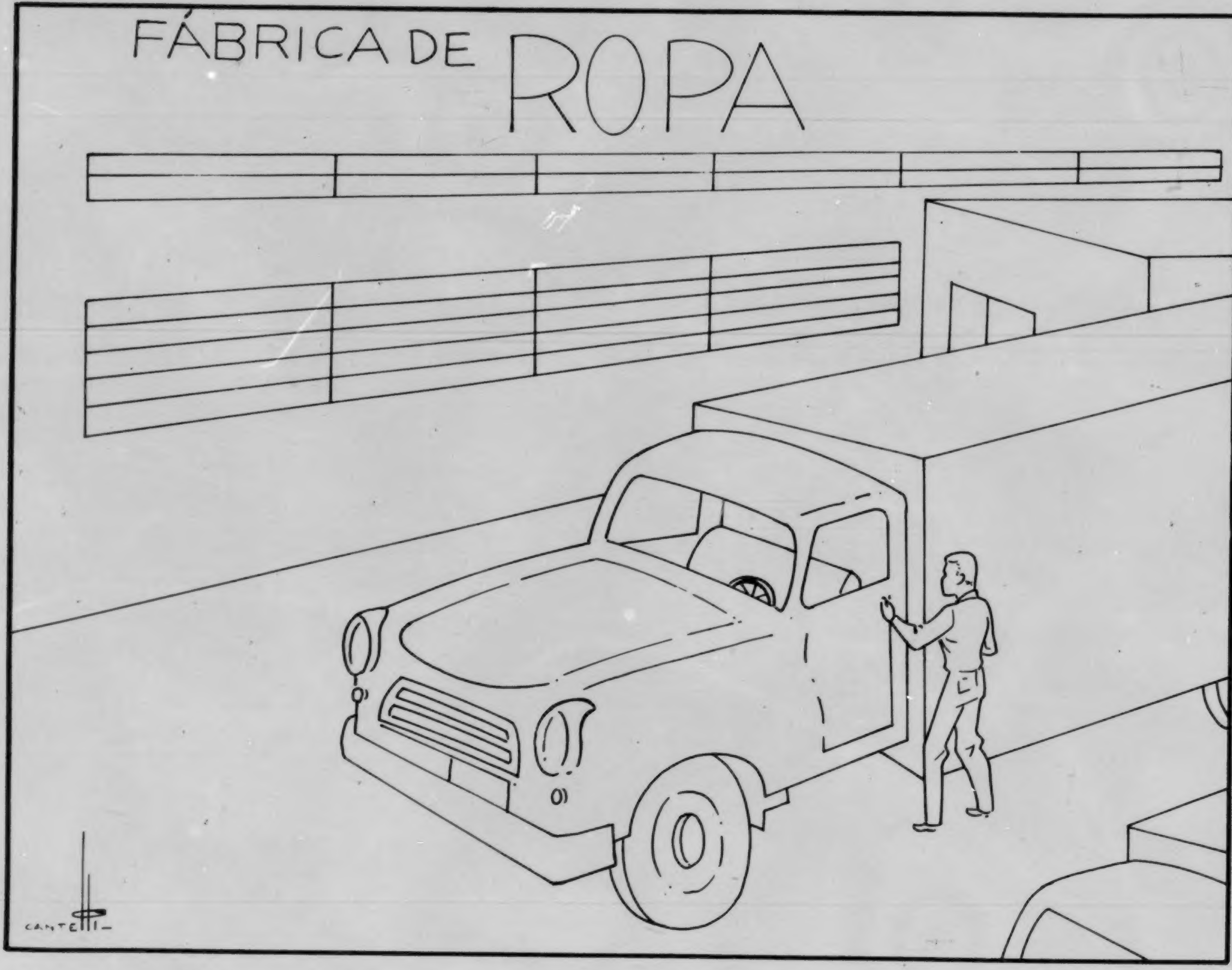
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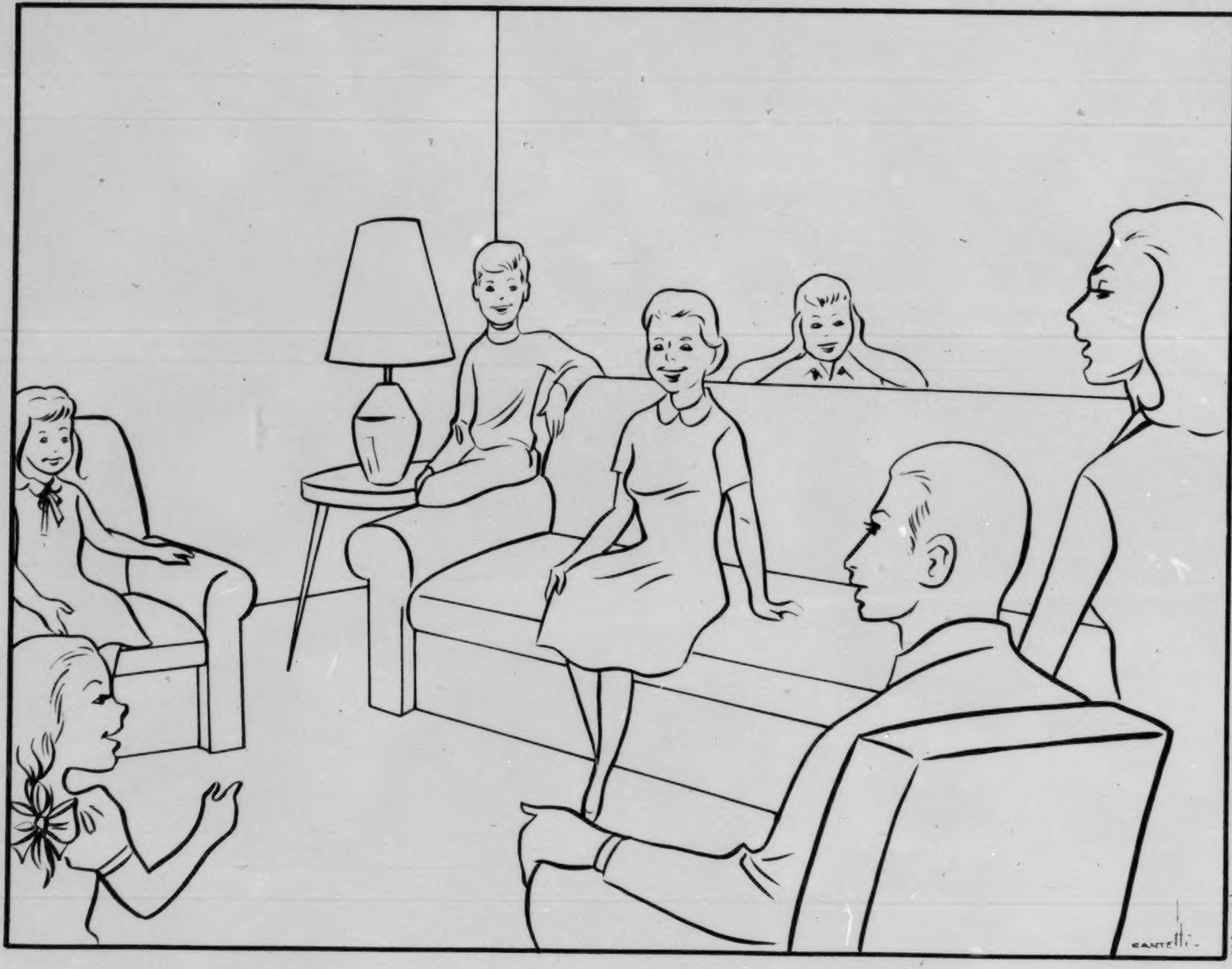
Kit 24, Suplemento

Para usar con Spanish SL Strand



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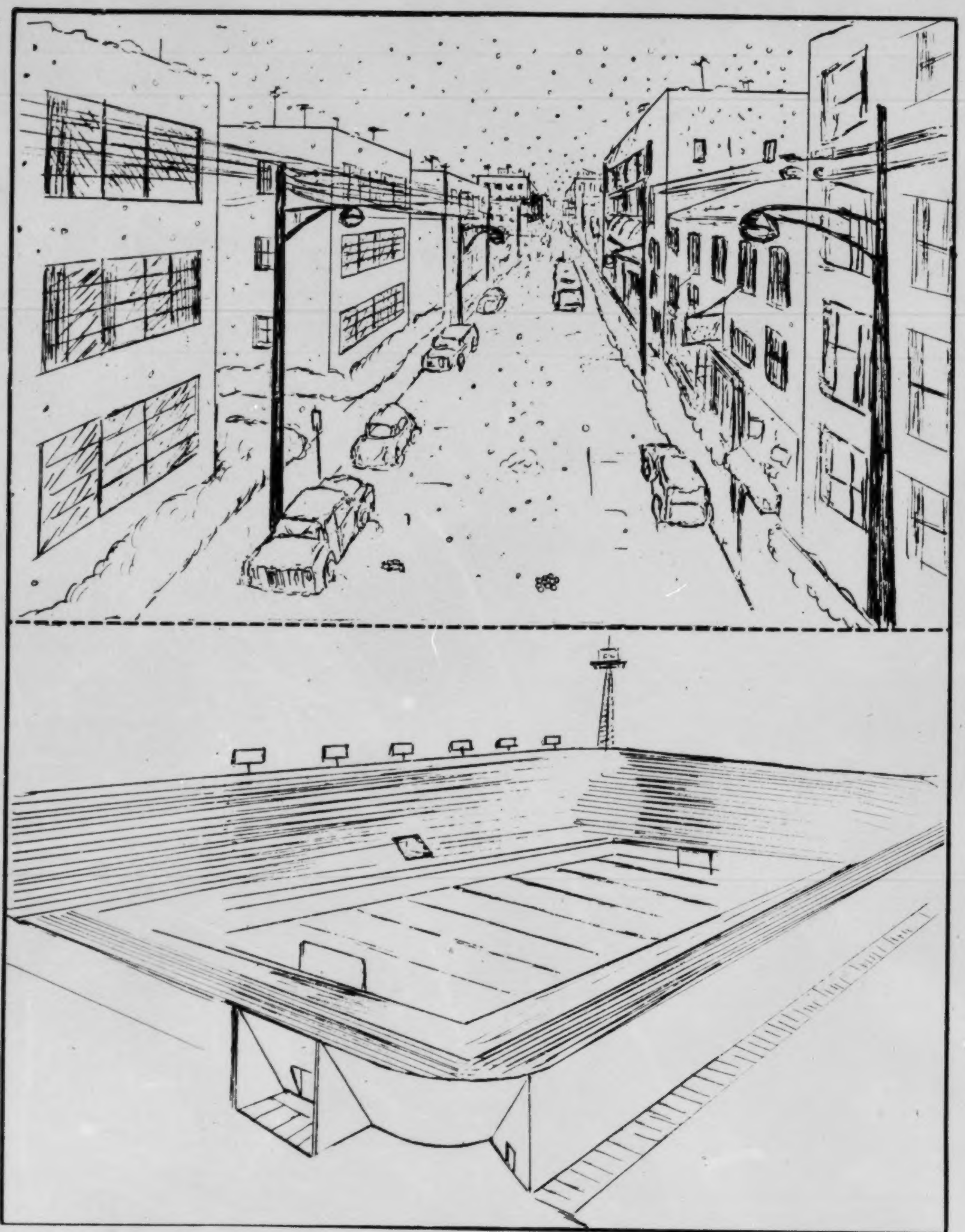
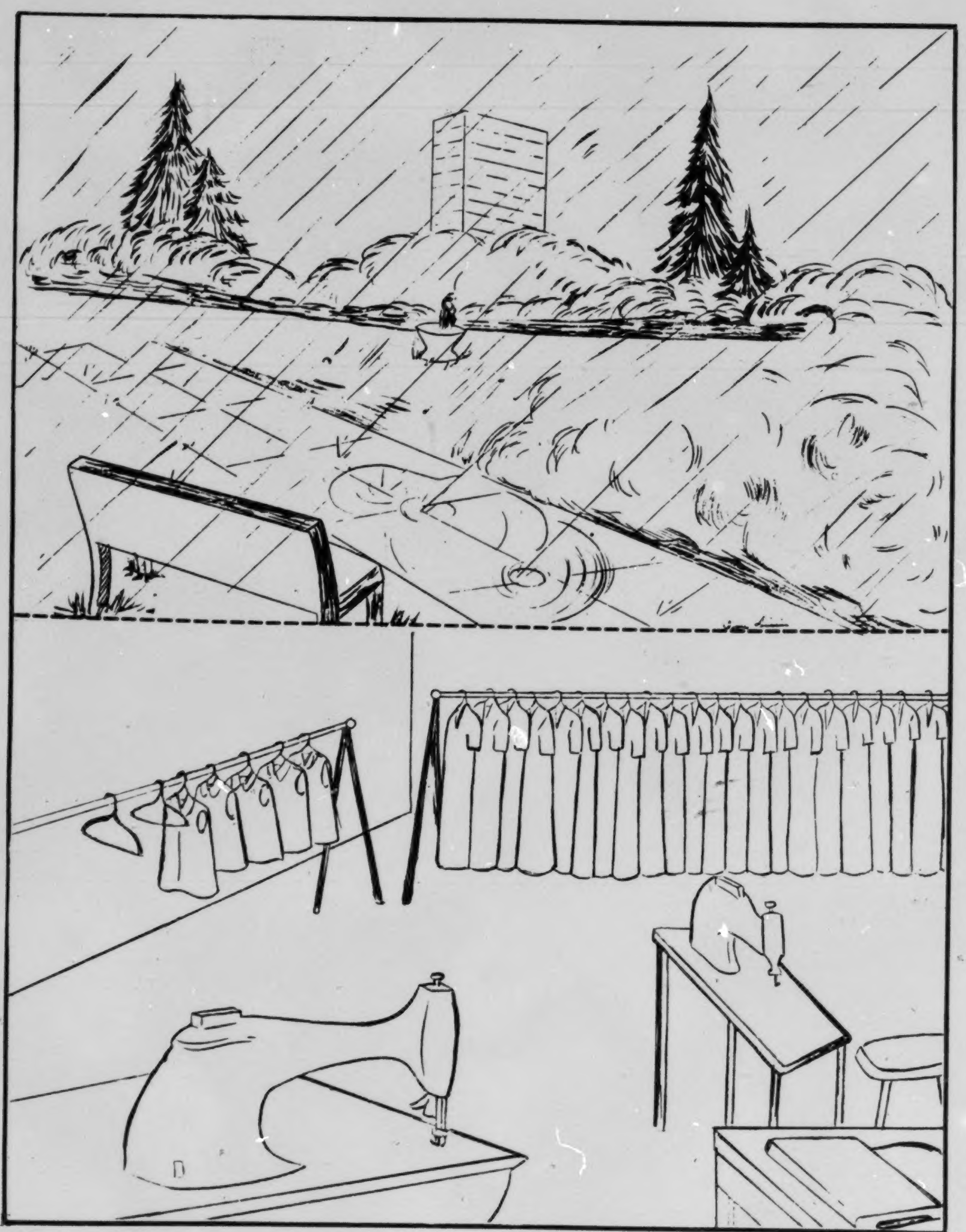
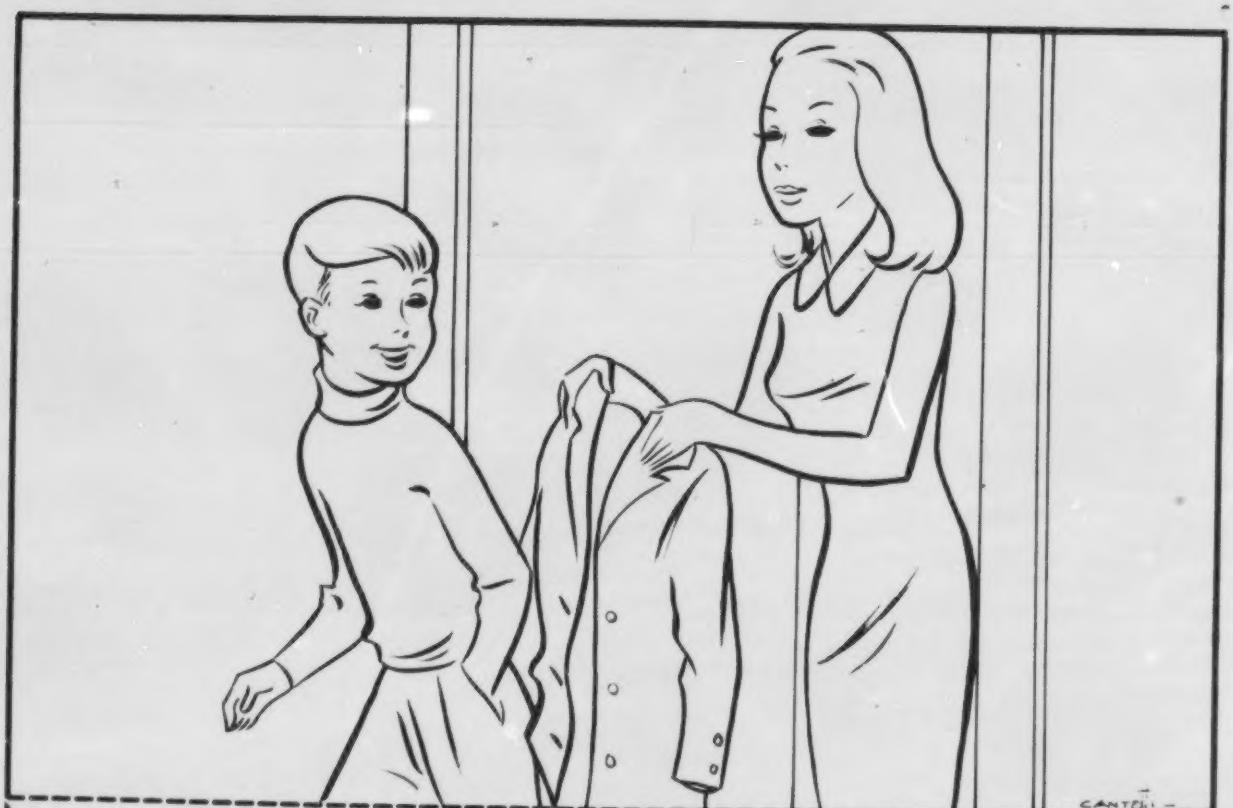
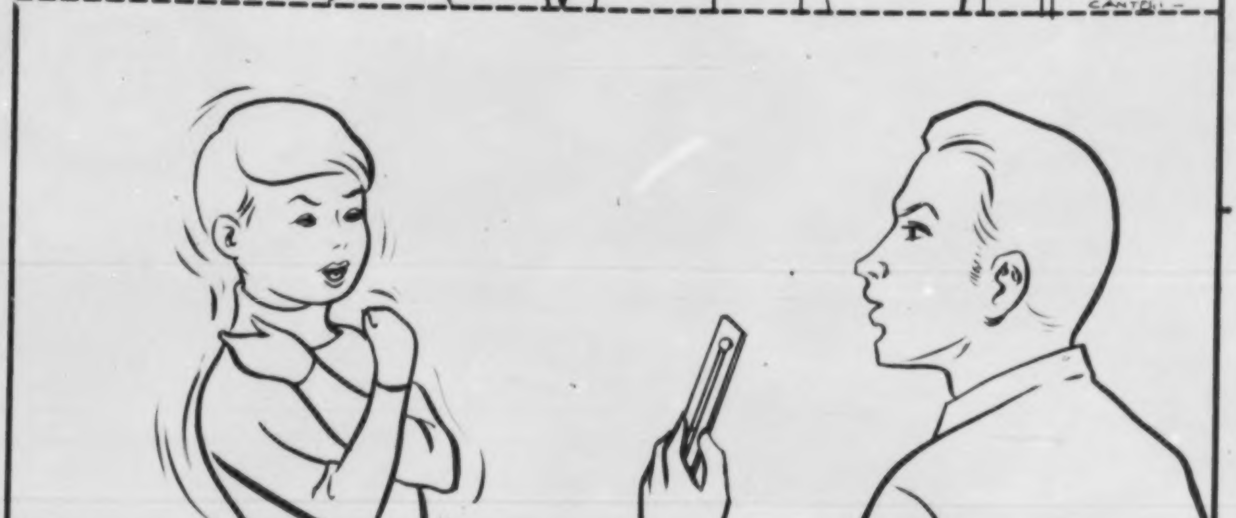
Para usar con Spanish SL Strand

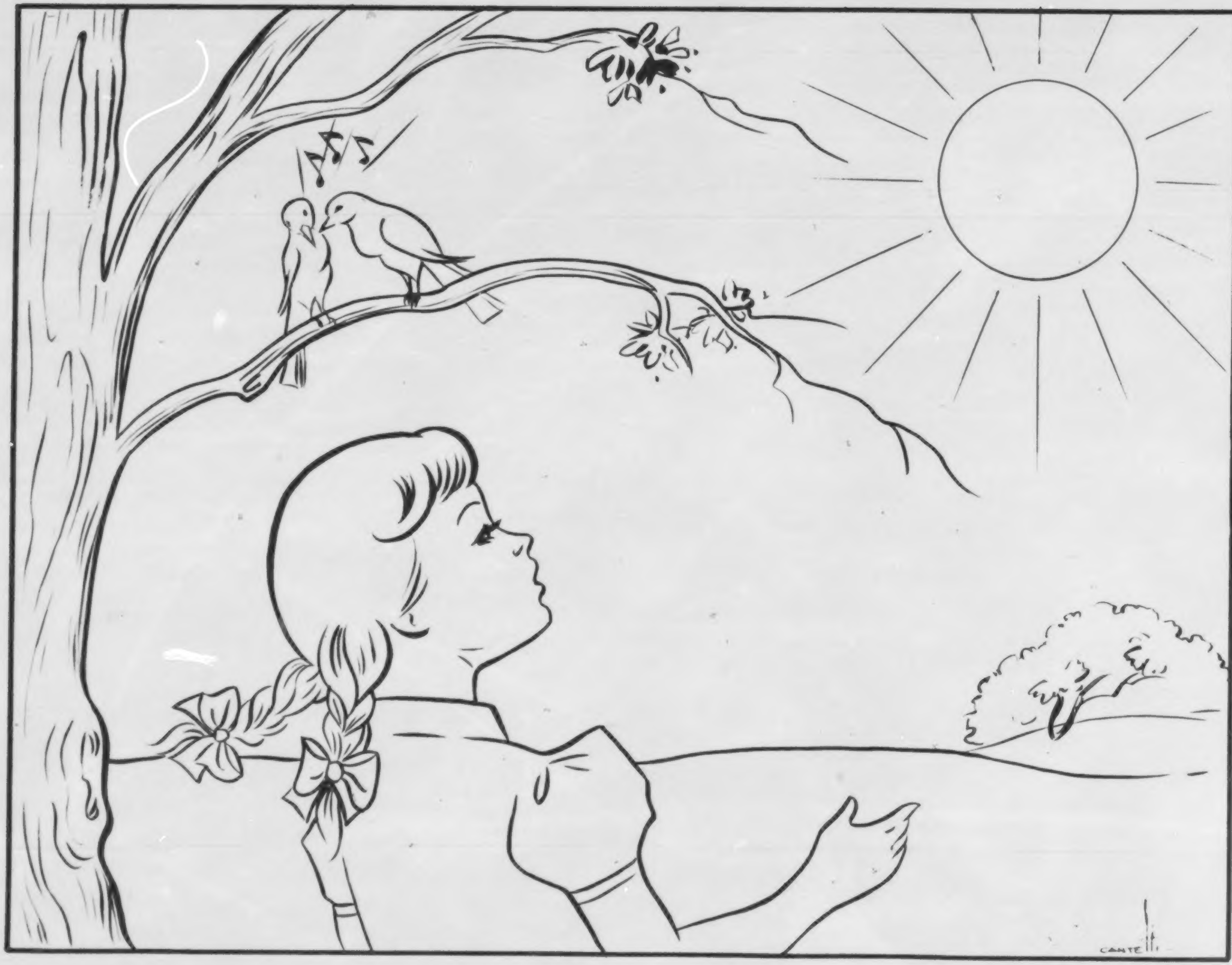
Kit 24, Suplemento





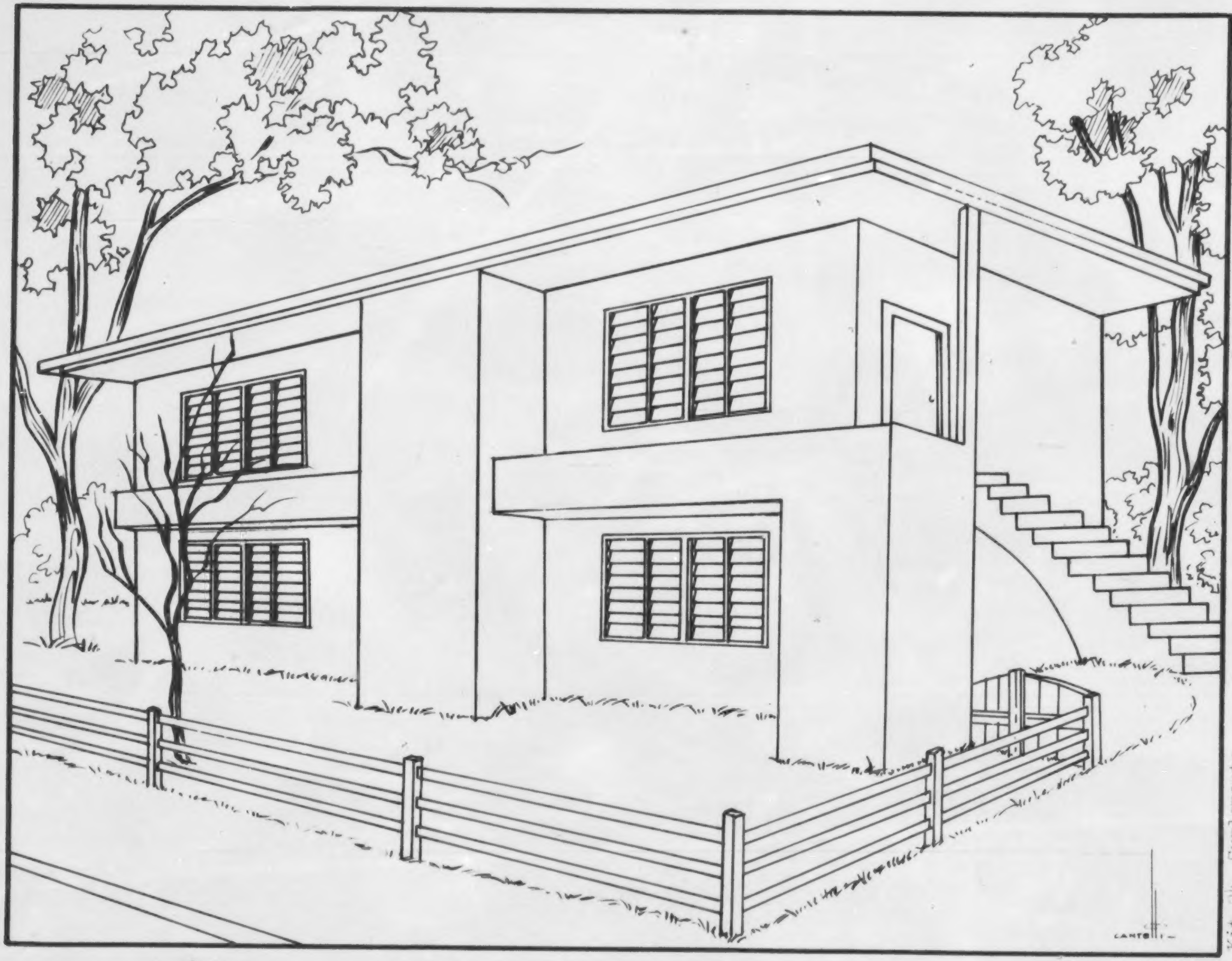






Kit 24, Suplemento

Para usar con Spanish SL Strand



Para usar con Spanish SL Strand

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Kit 24, Suplemento

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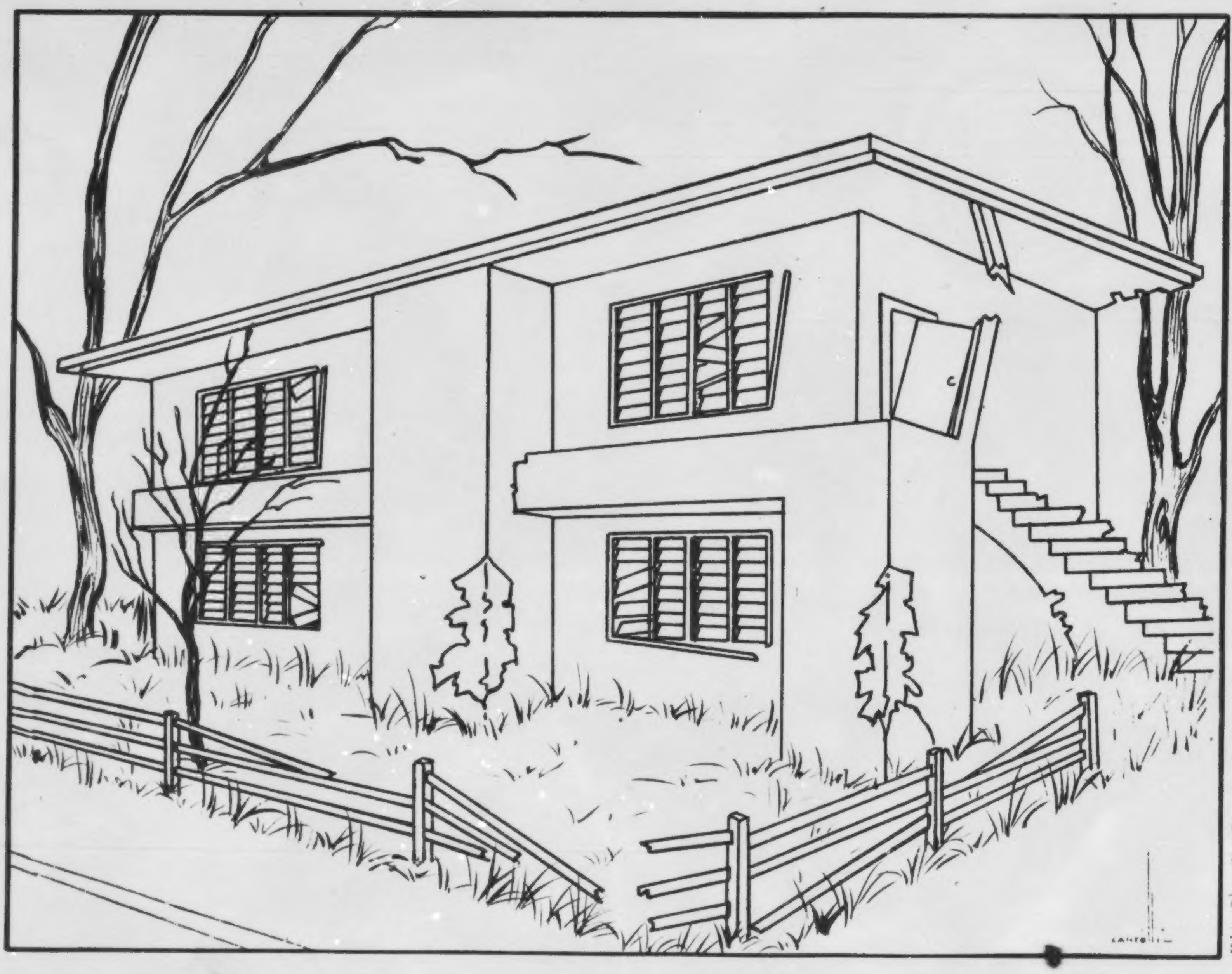
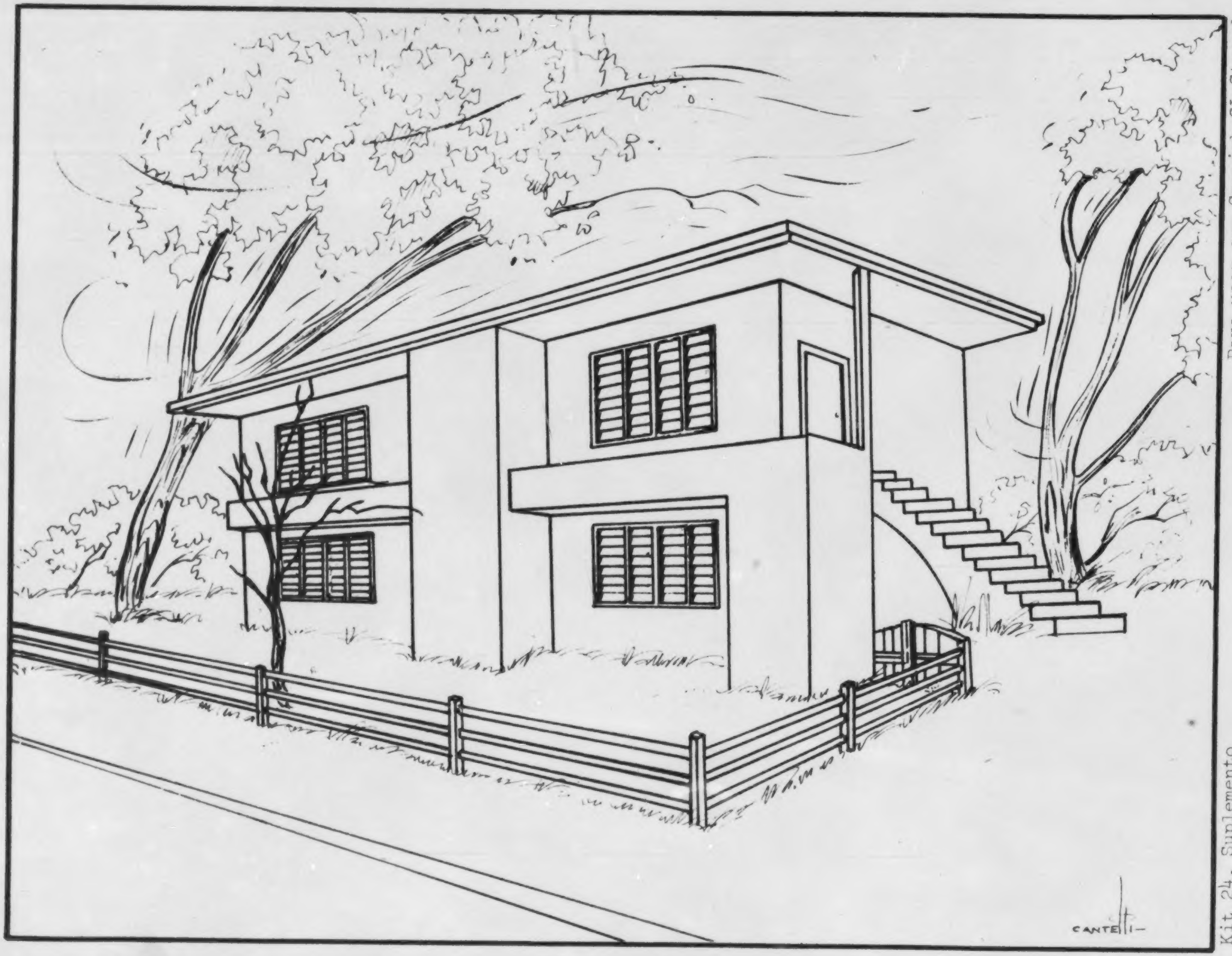


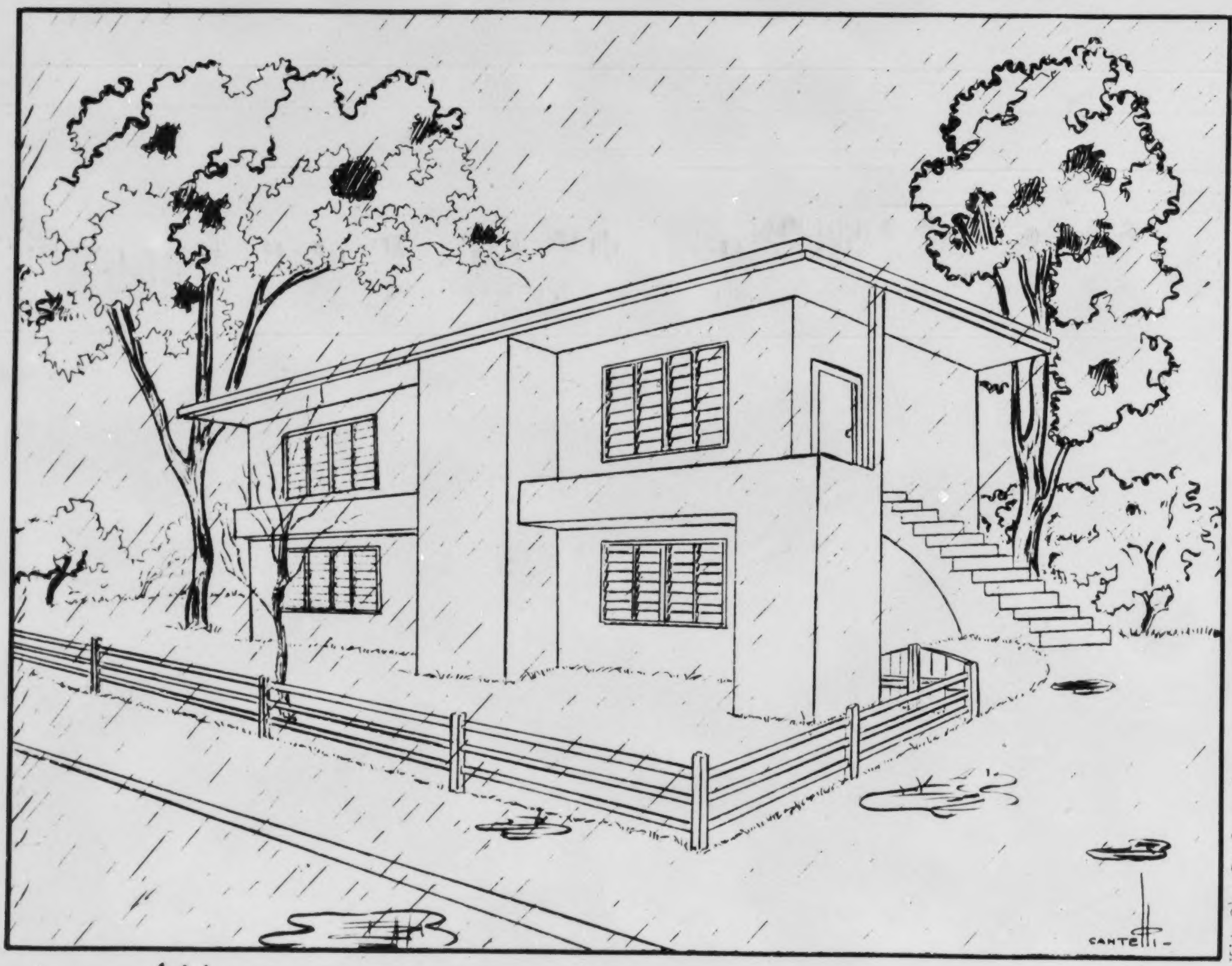
Kit 24, Suplemento

Para usar con Spanish SL Strand



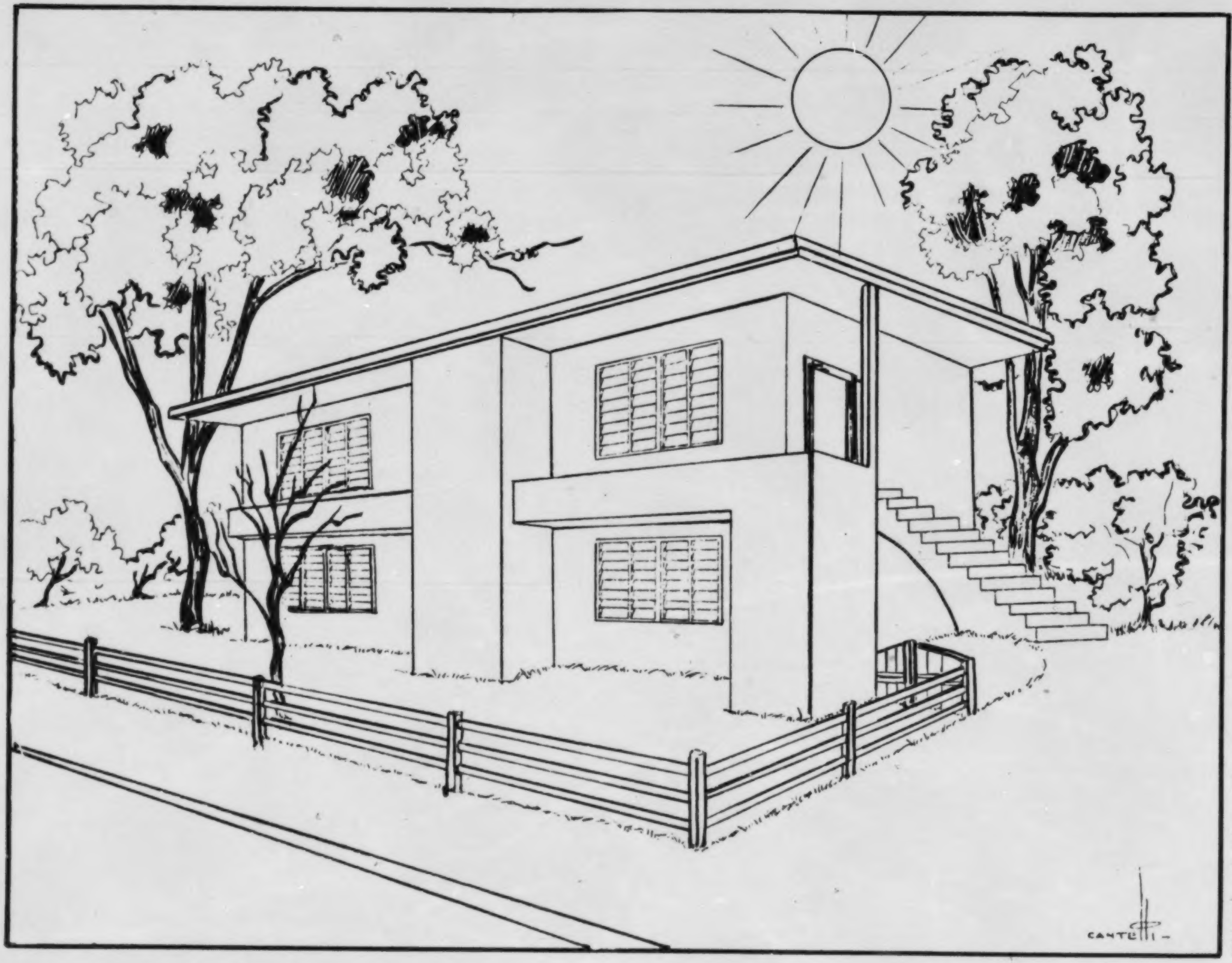
Kit 24, Suplemento

Para usar con Spanish SL Strand



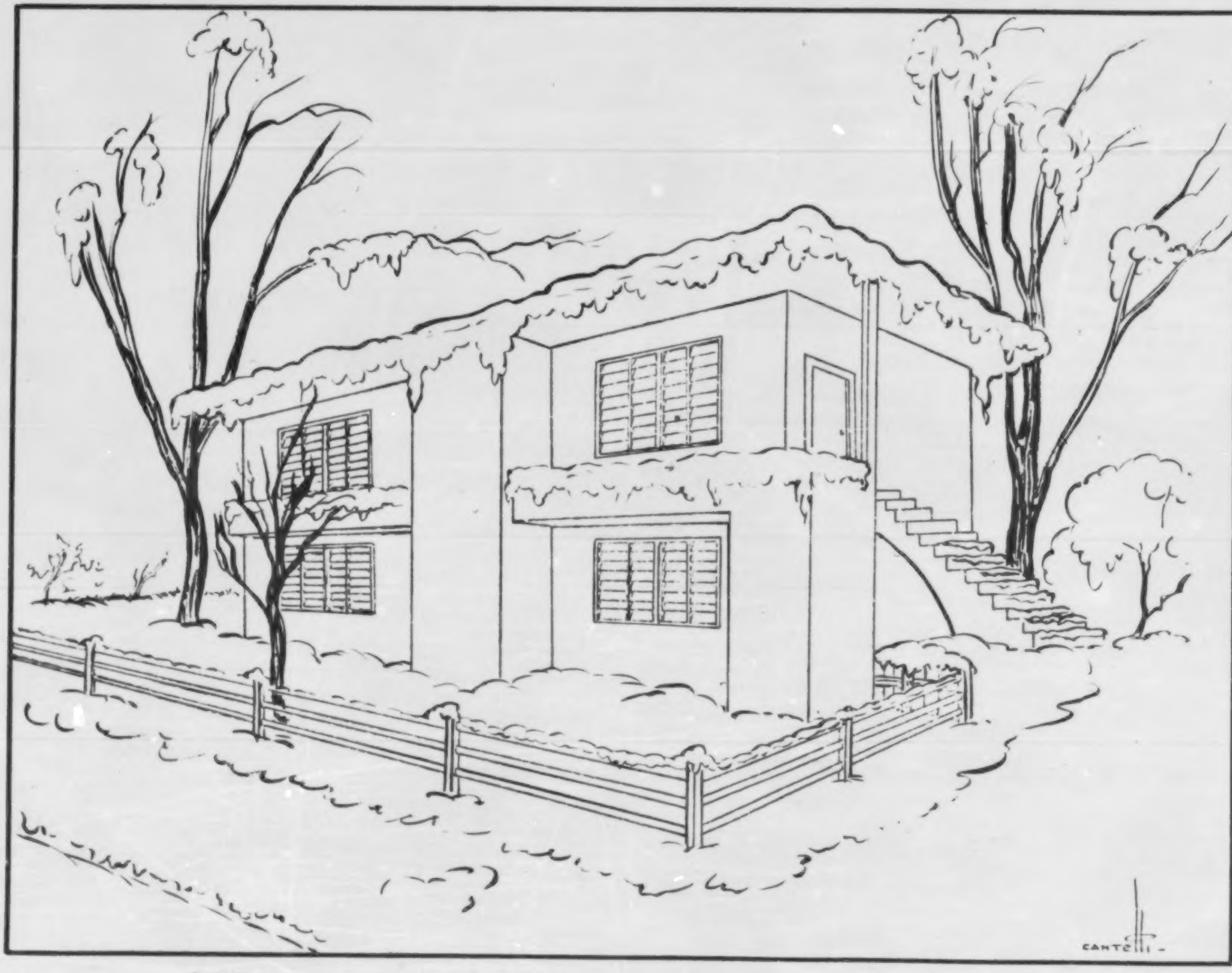
Kit 24, Suplemento

Para usar con Spanish SL Strand



Para usar con Spanish SL Strand

Kit 24, Suplemento



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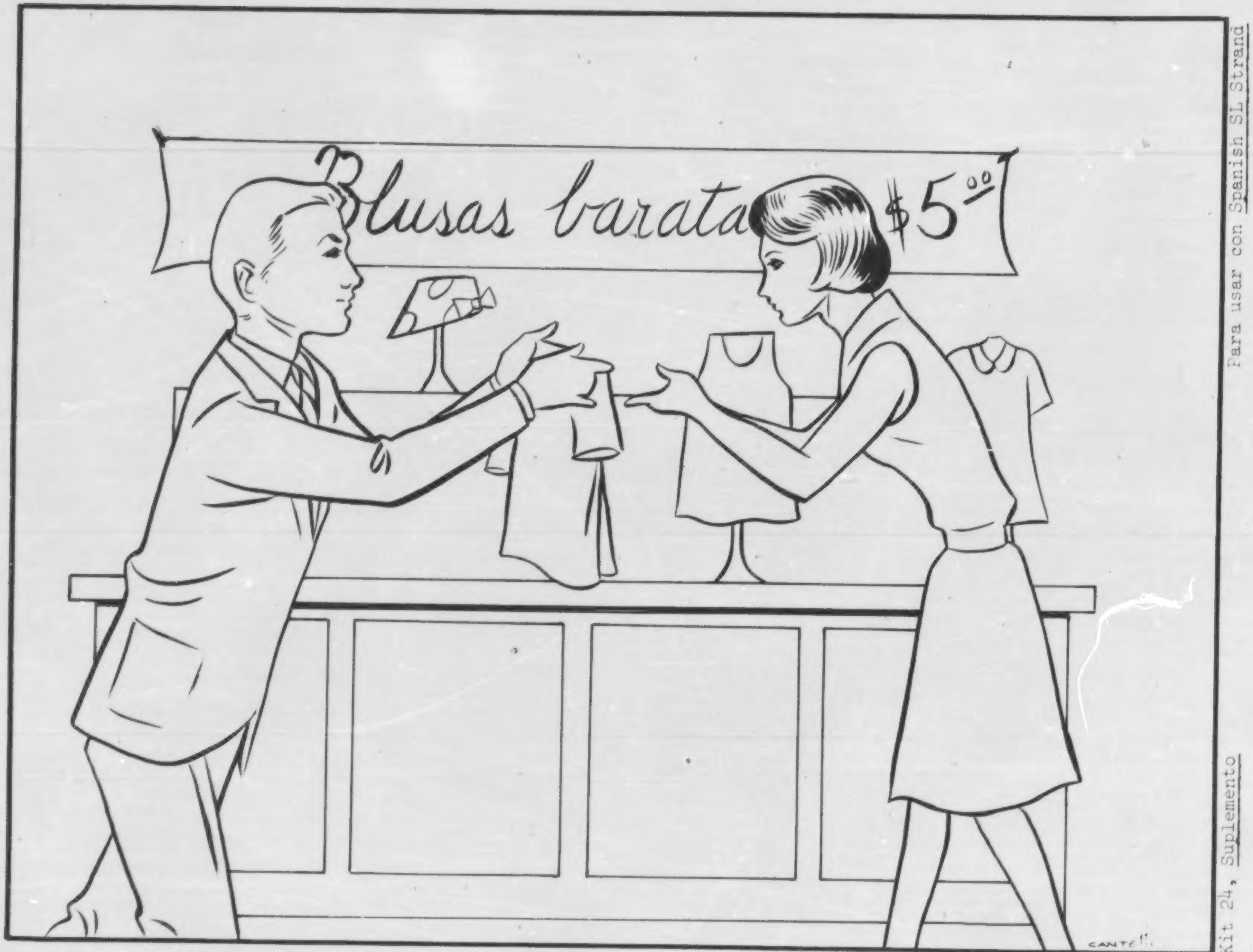
Para usar con Spanish SL Strand

Kit 24, Suplemento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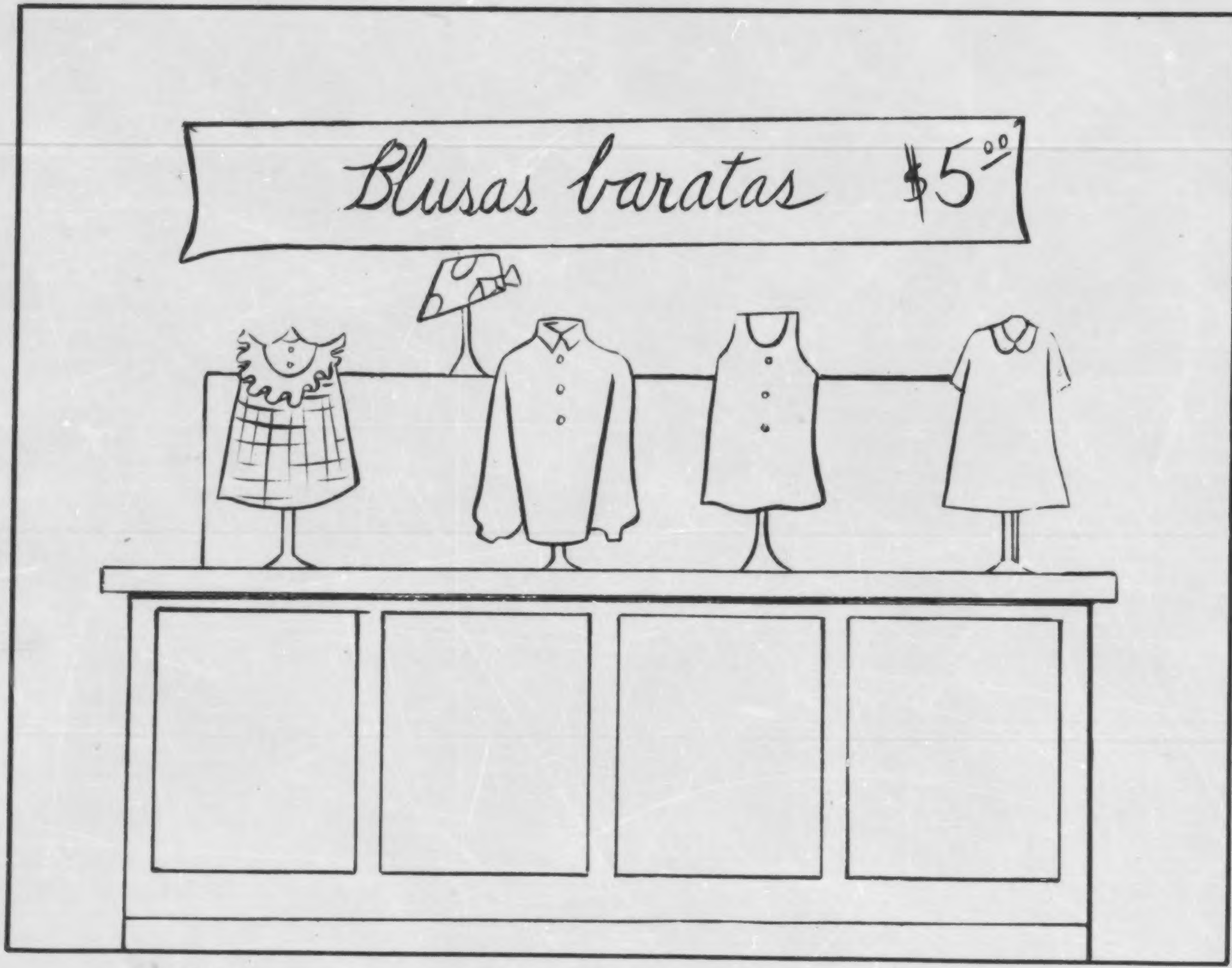
$5.00
CANTELLI

Kit 24, Suplemento

Para usar con Spanish SL Strand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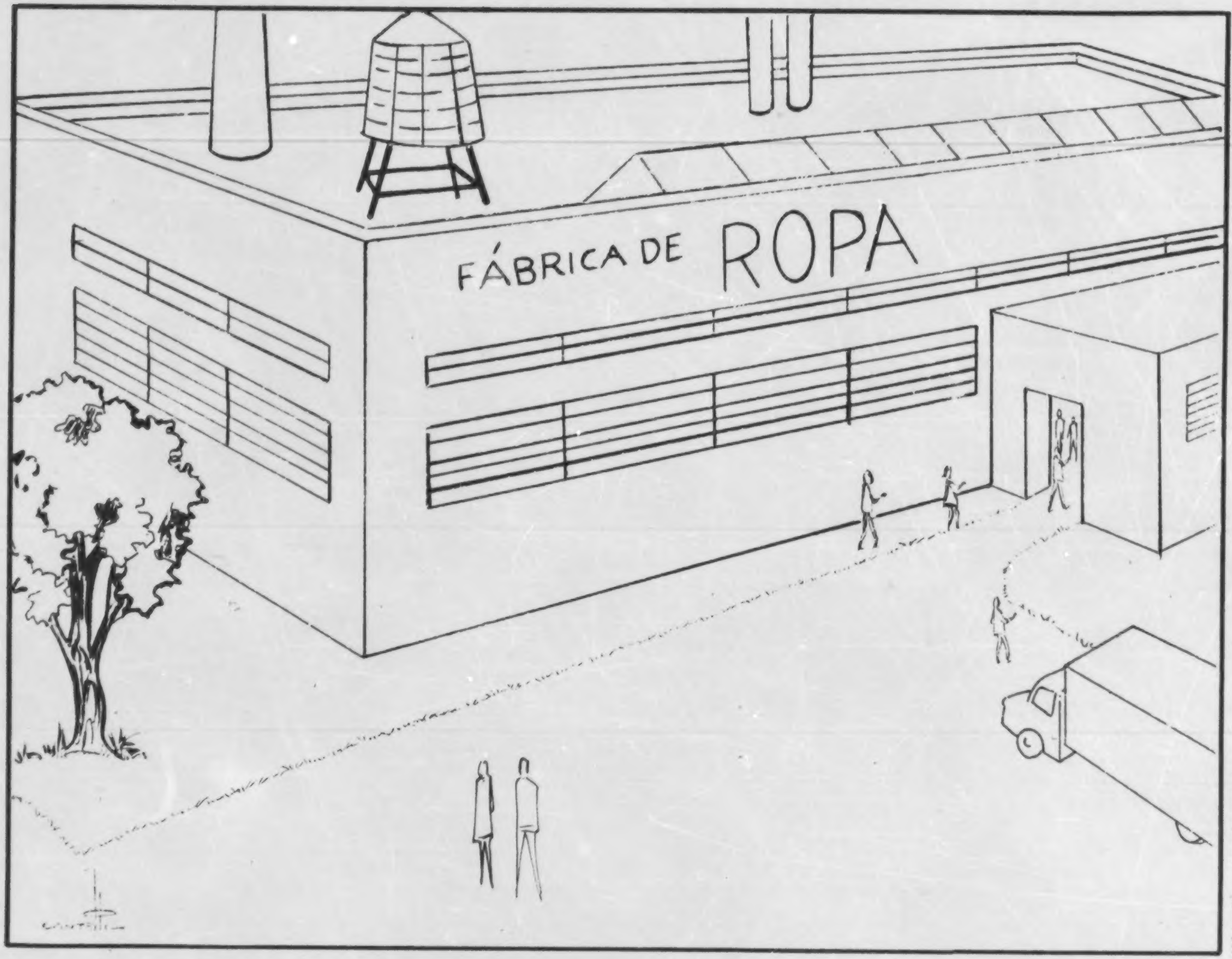
Kit 24, *Suplemento*

Para usar con *Spanish SL Strand*


FÁBRICA DE ROPA

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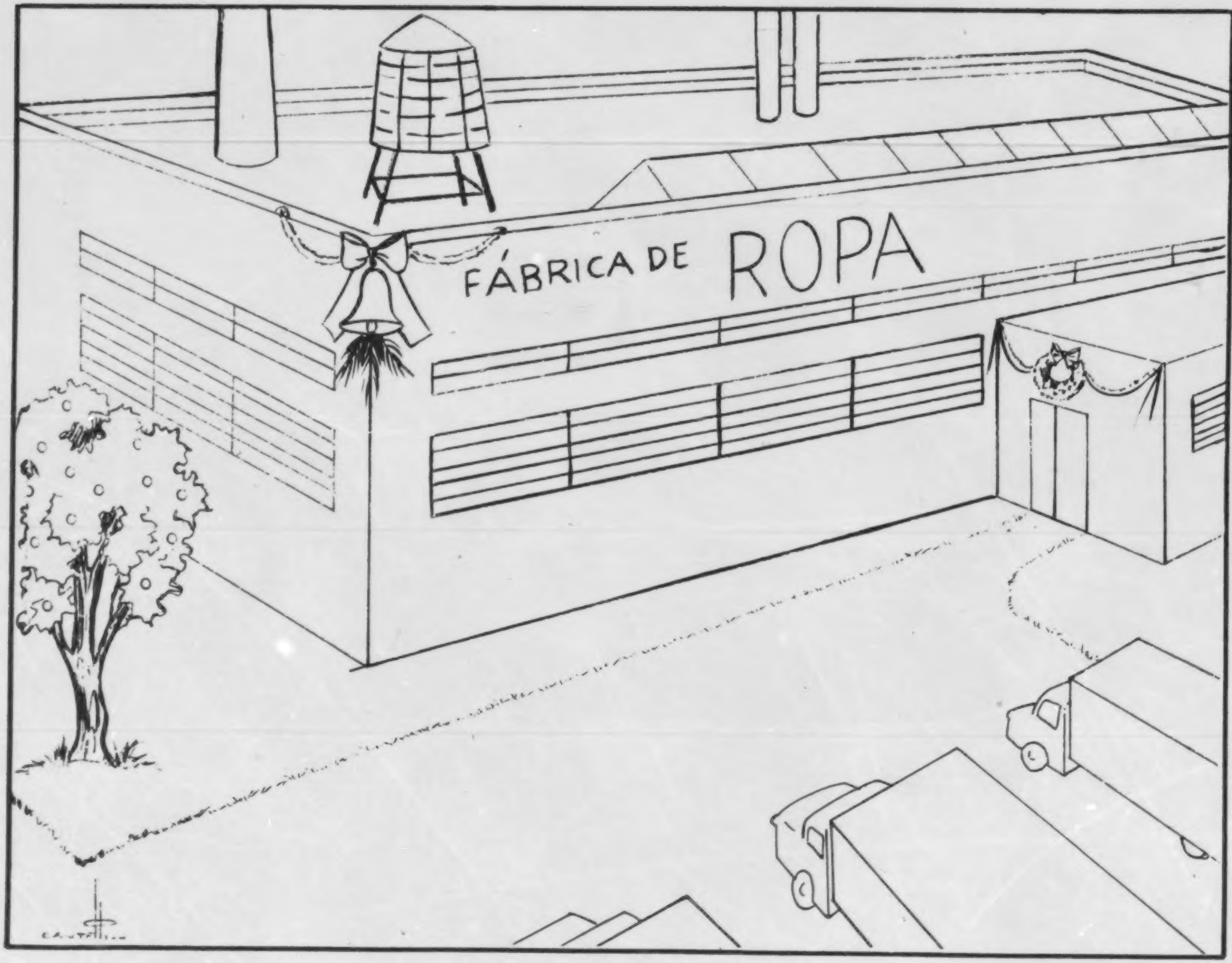
Kit 24, Suplemento

Para usar con Spanish SL Strand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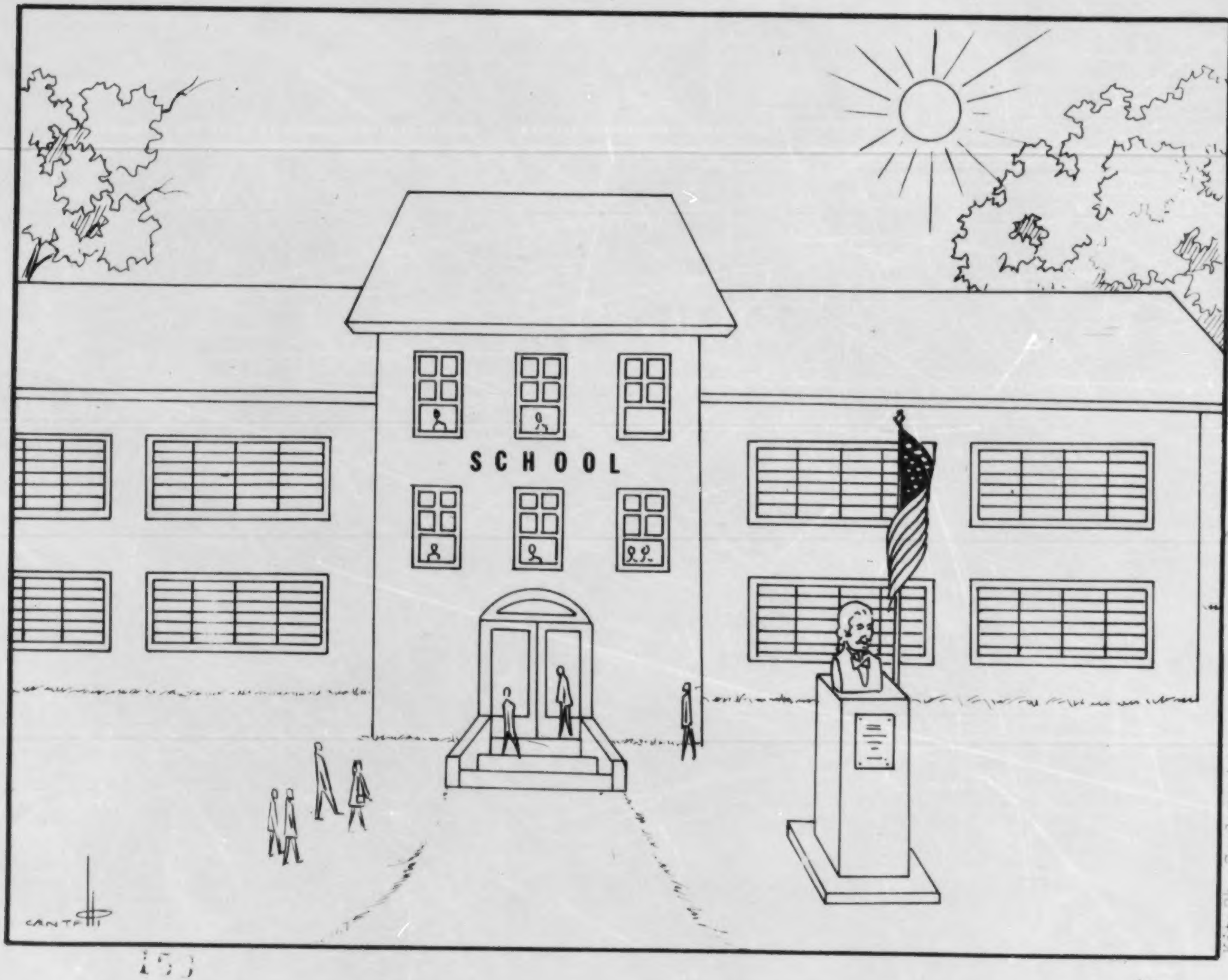
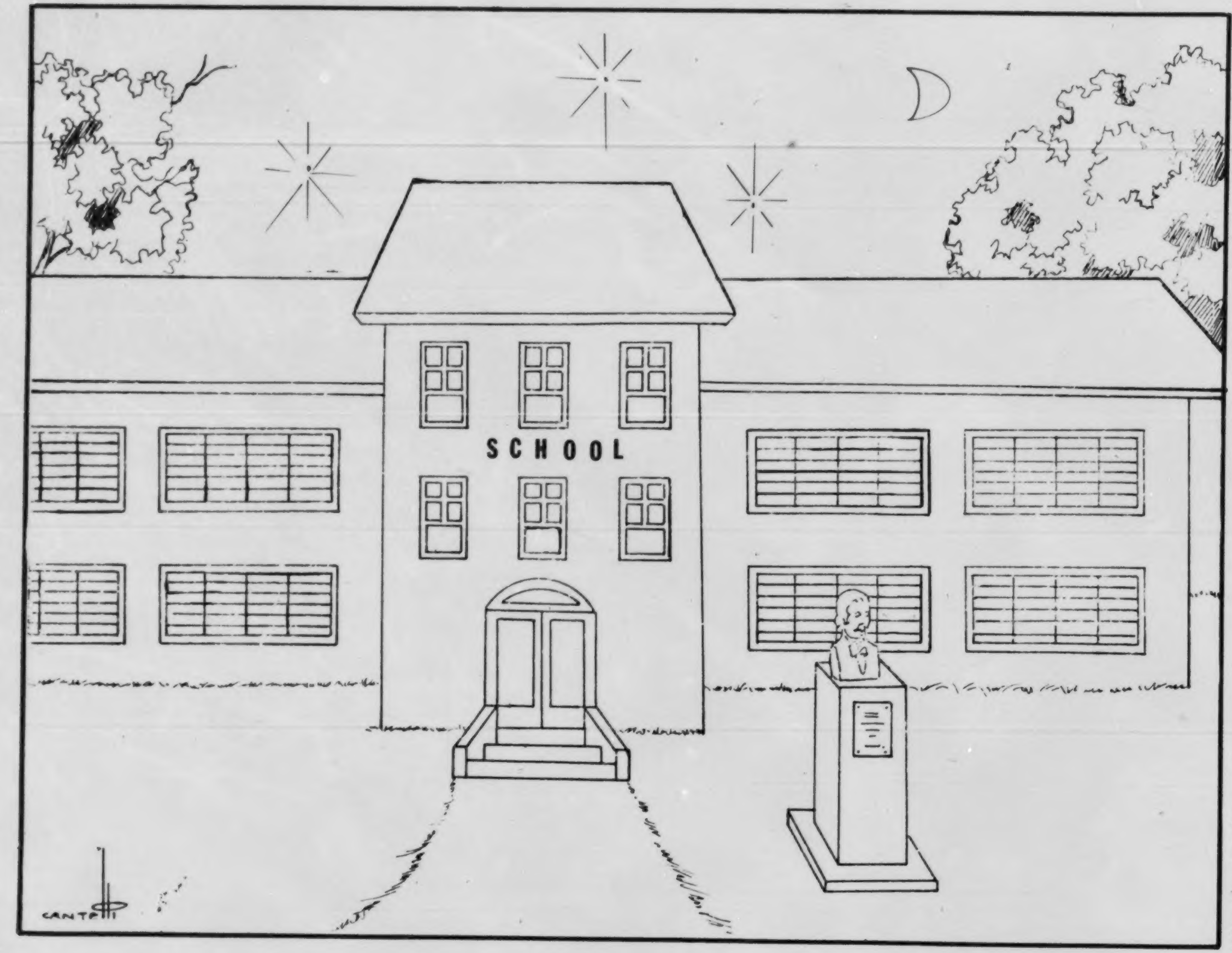

SCHOOL
CANTELLI

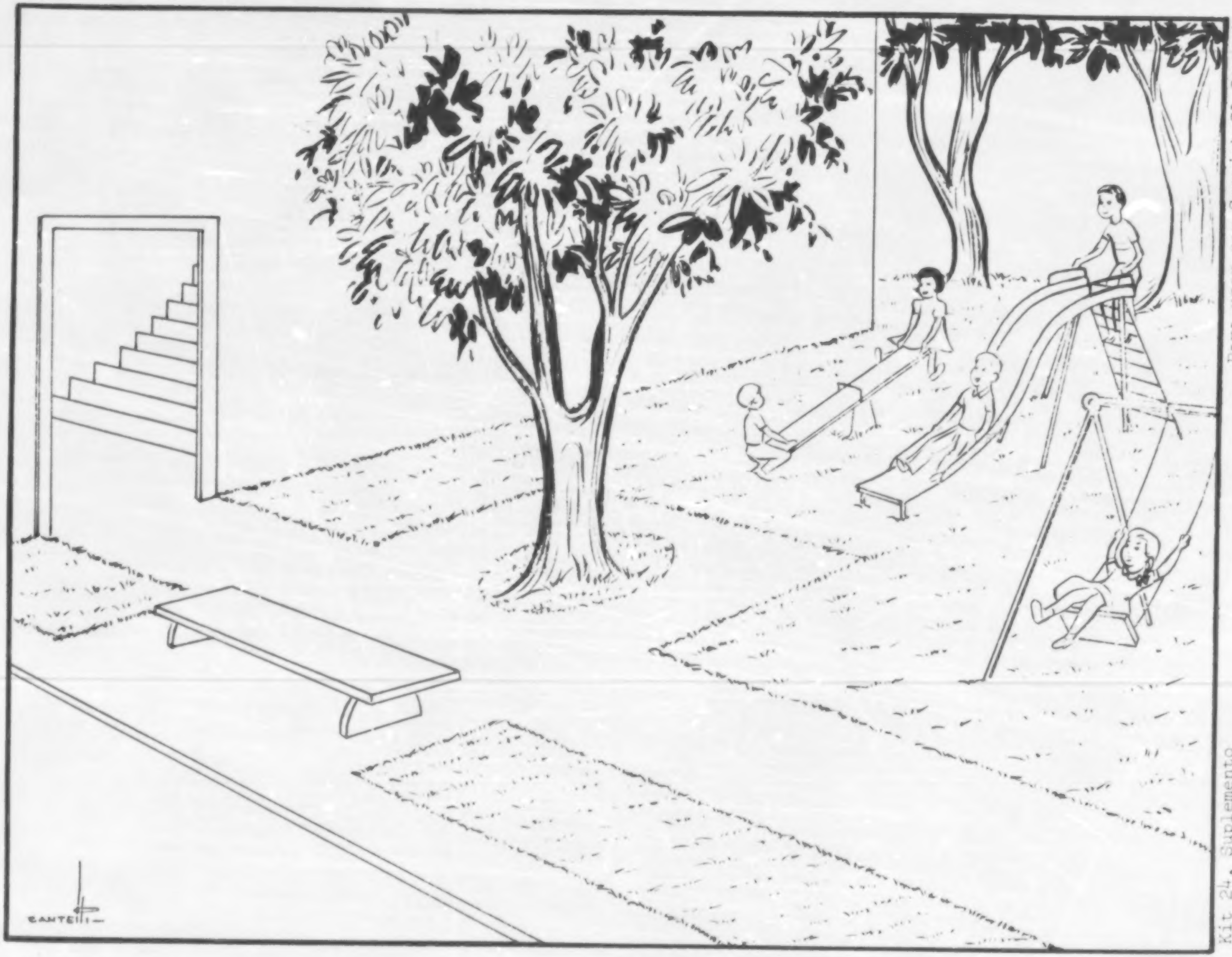
Kit 24, Suplemento

Para usar con Spanish SL Strand


SCHOOL
CANTELLI

Para usar con Spanish SL Strand

Kit 24, Suplemento



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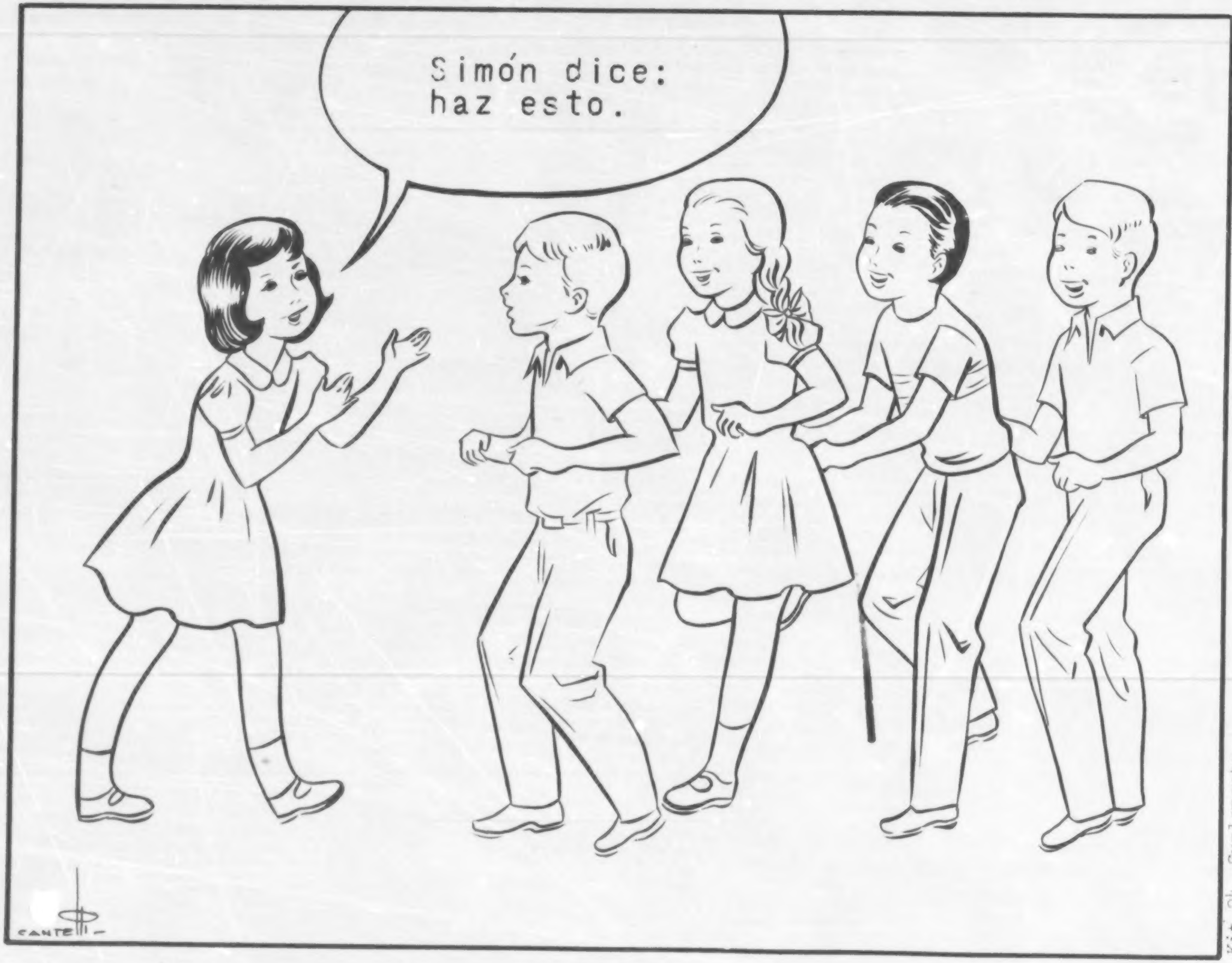
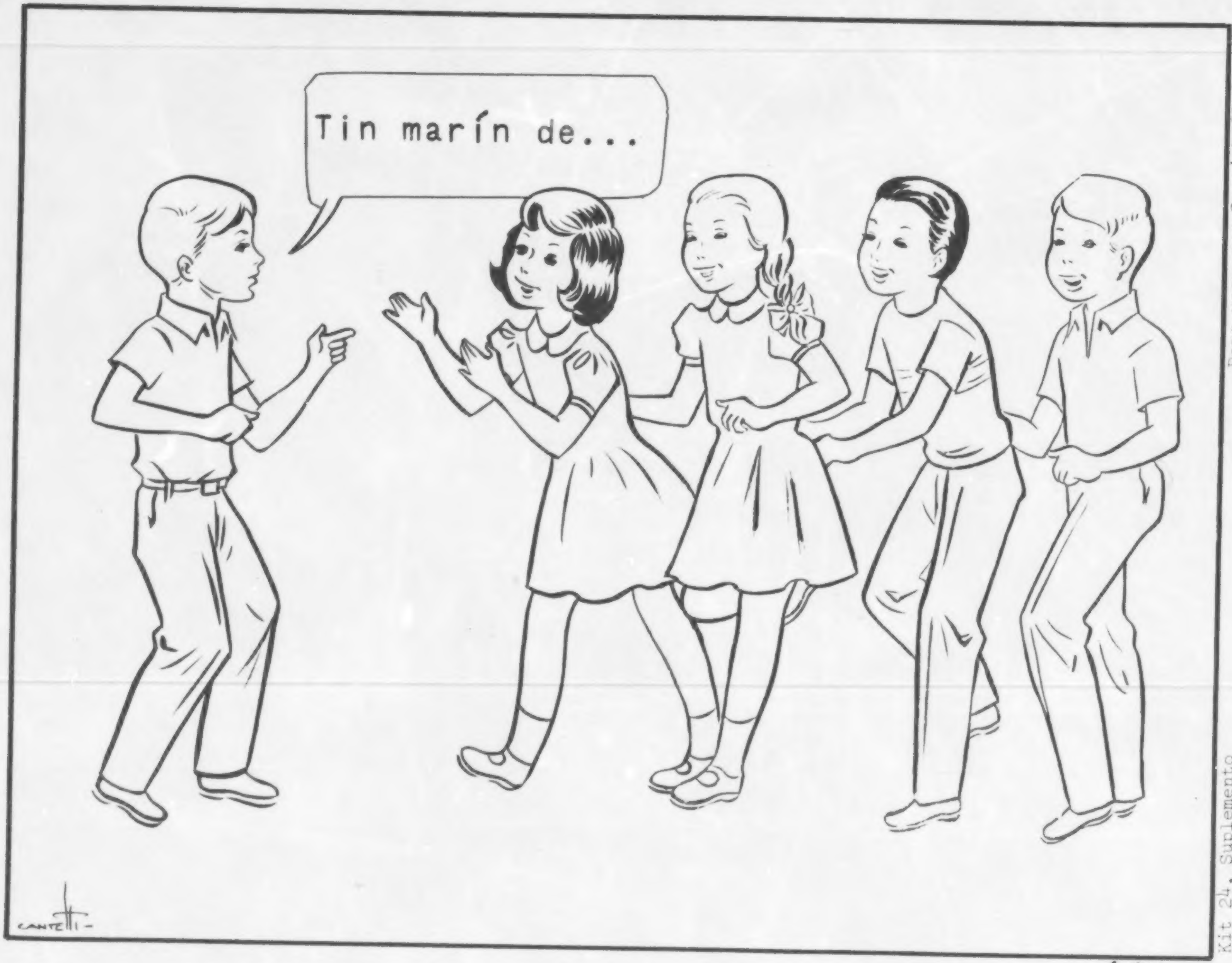
Kit 24, Suplemento

Para usar con Spanish SL Strand

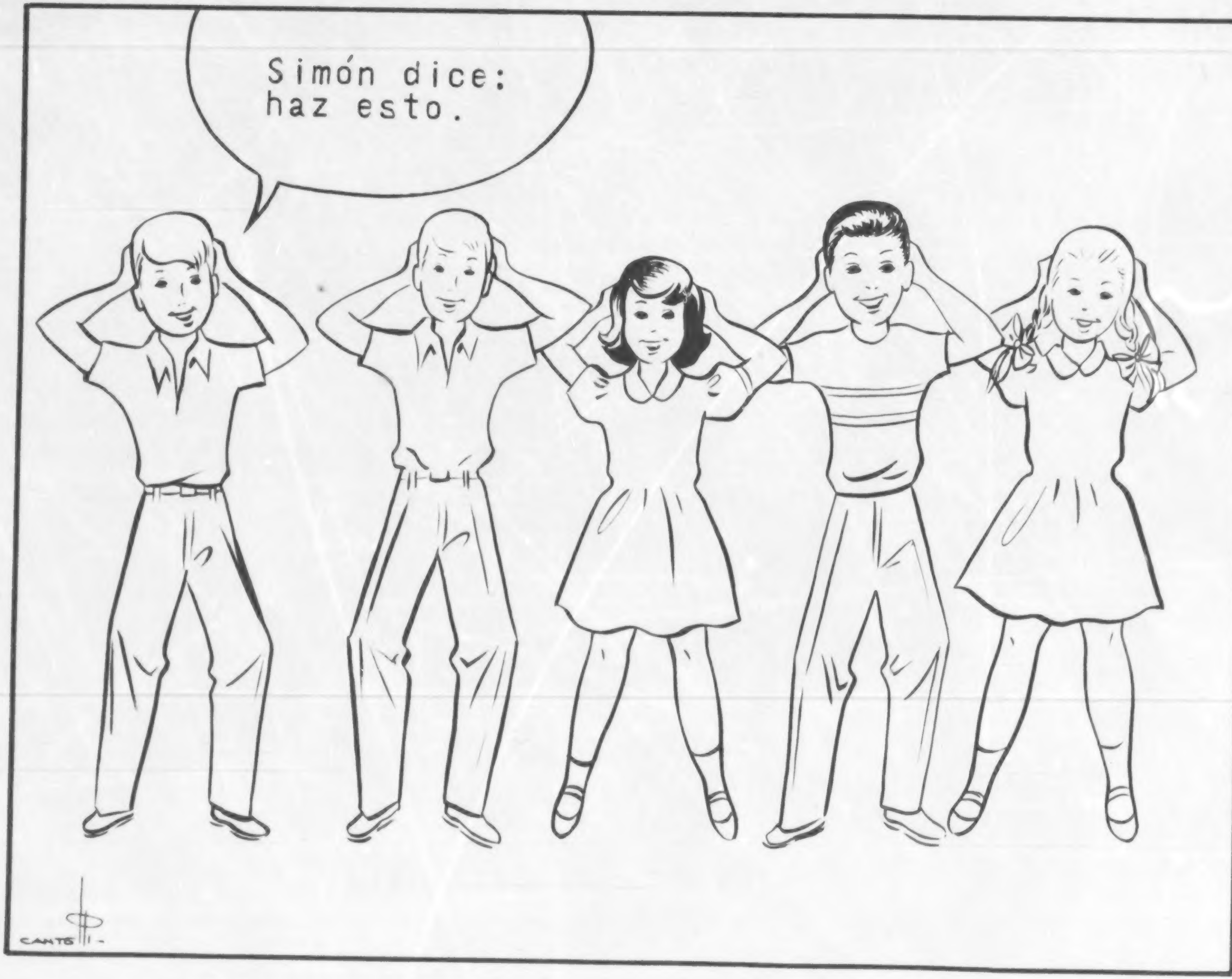

Simón dice:
haz esto.

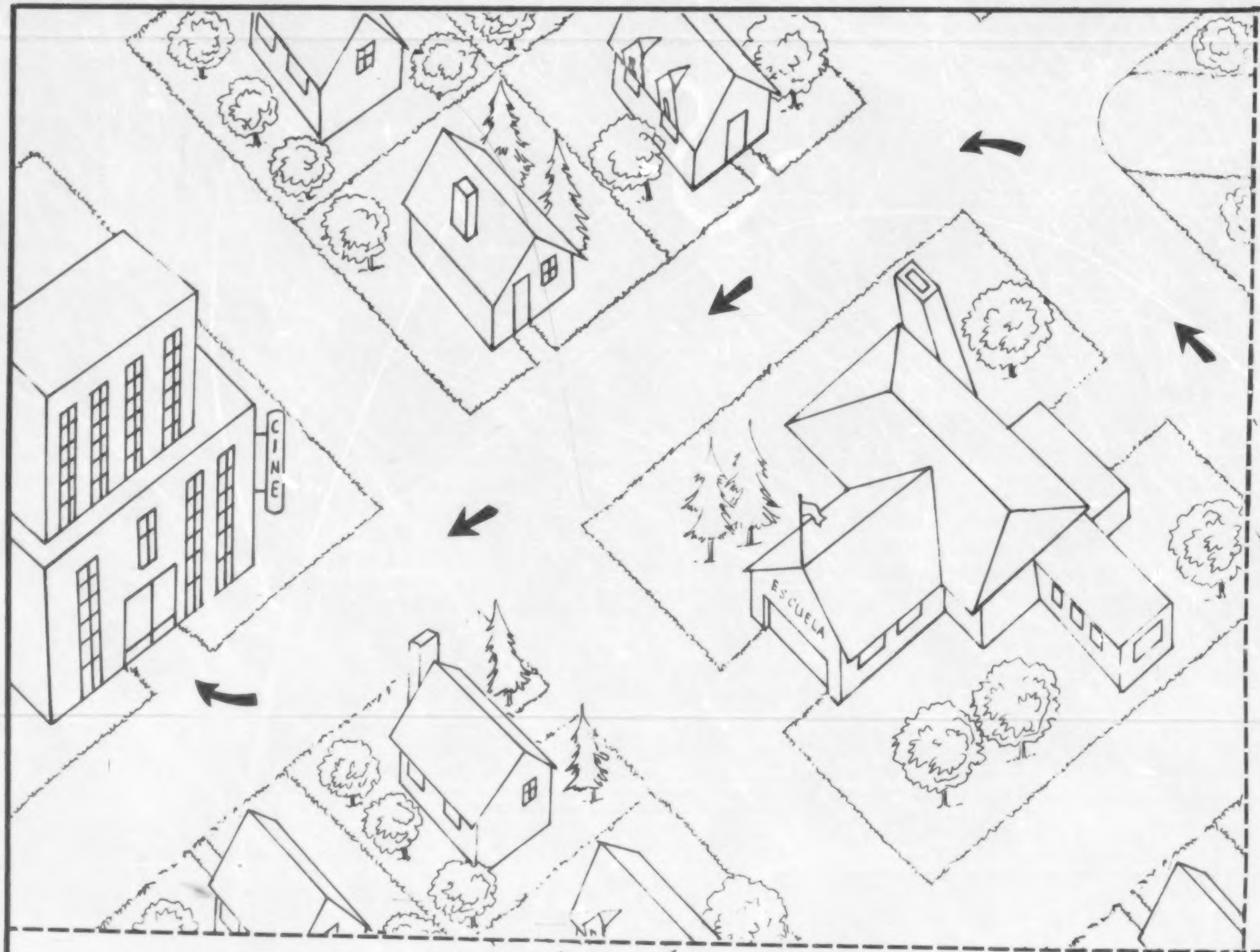
Kit 24, Suplemento

Para usar con Spanish SL Strand


Tin marín de...
CANTETTI -

166 167

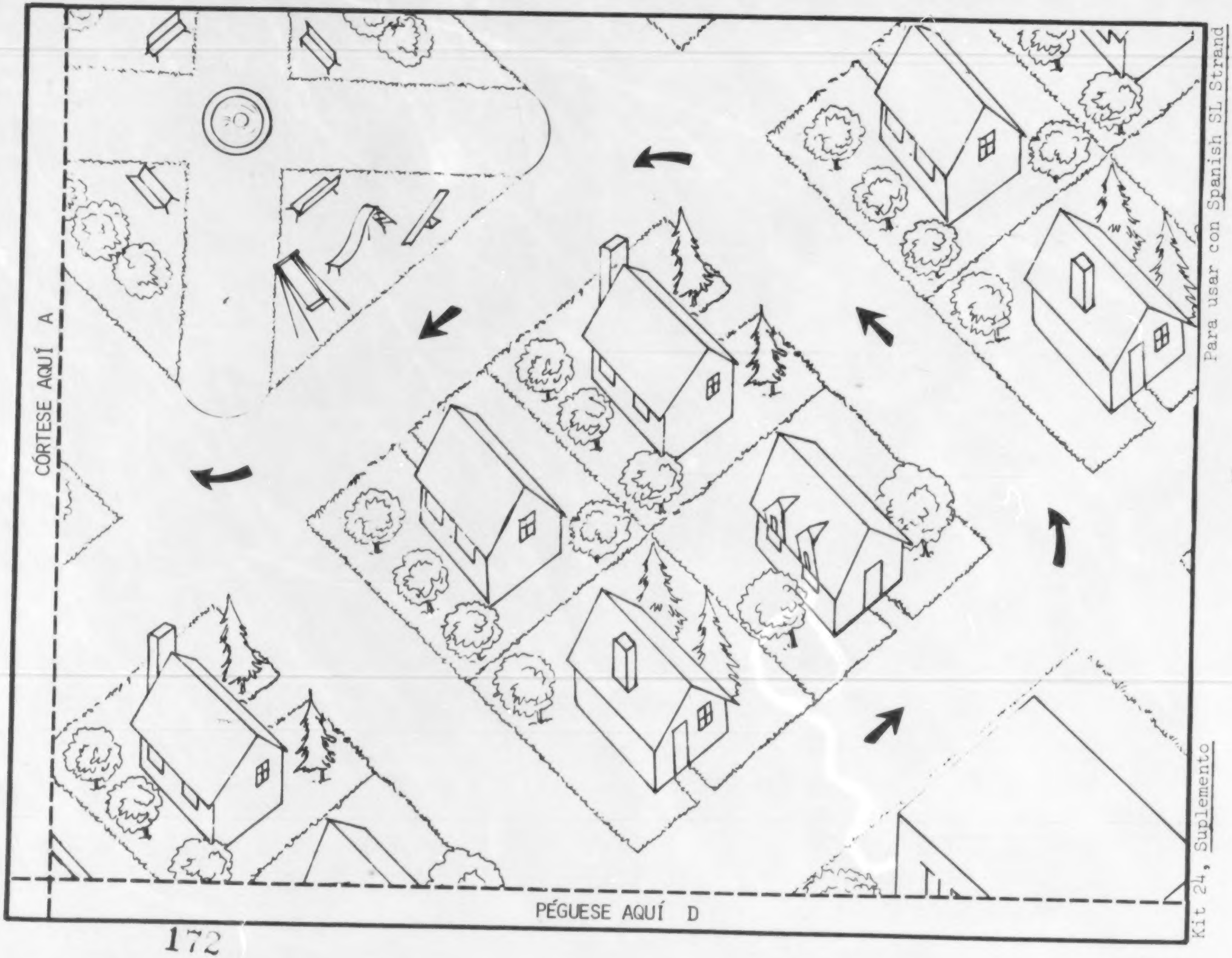

Simón dice:
haz esto.
CANTO


CINE
ESCUELA

PÉGUESE AQUÍ A

PÉGUESE AQUÍ B

Kit 24, Suplemento   Para usar con Spanish SL Strand



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Para usar con Spanish SL Strand

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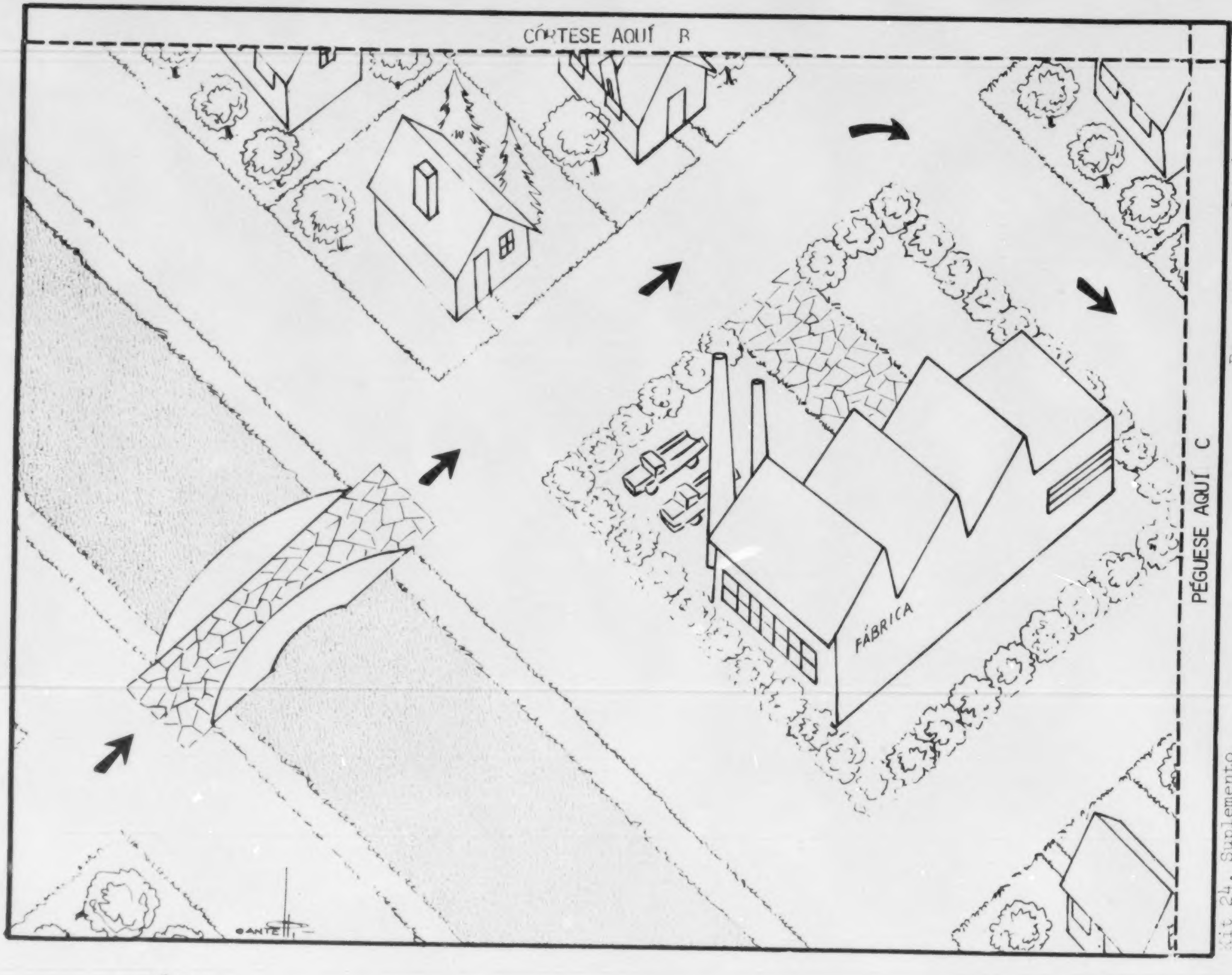
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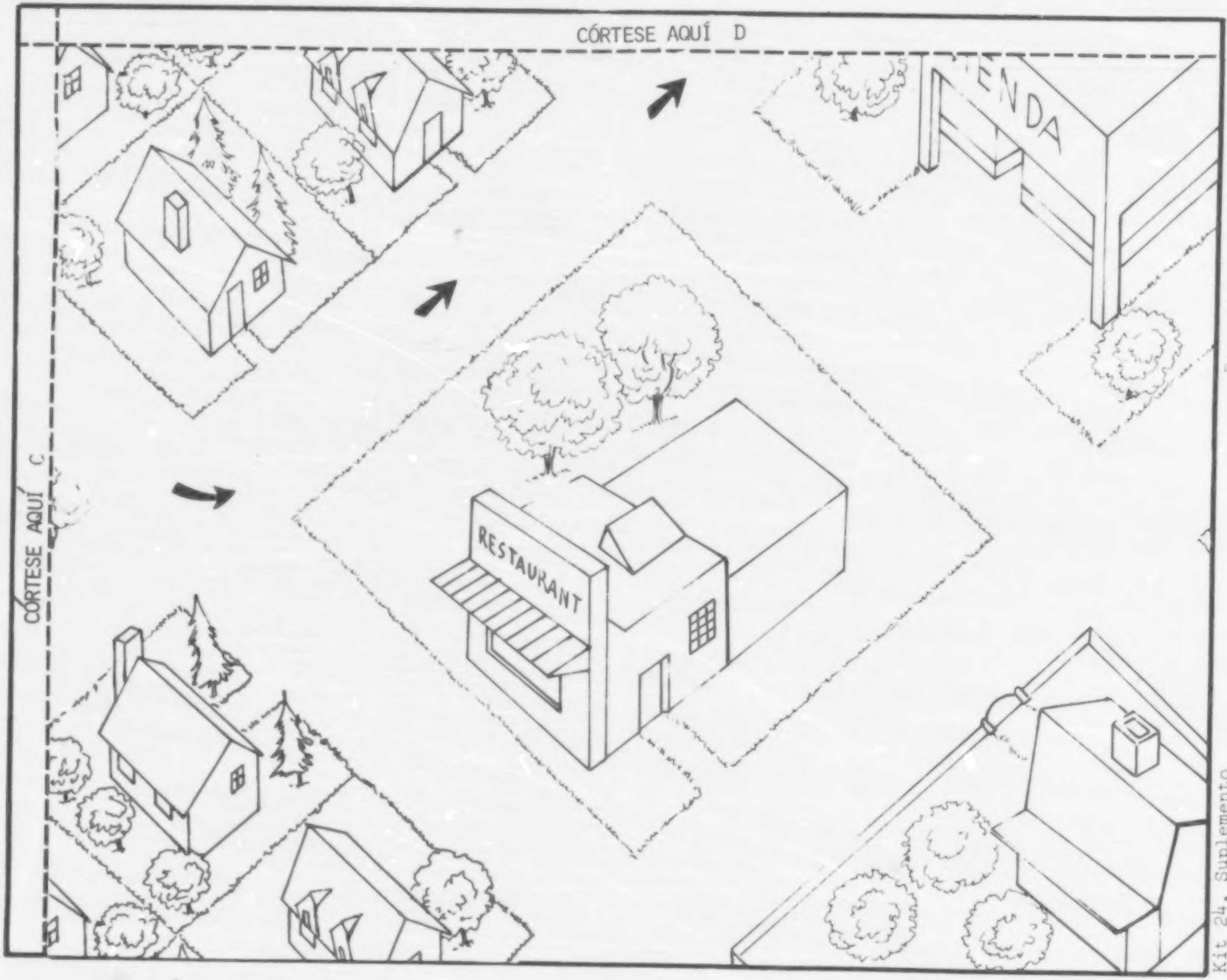
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CÓRTESE AQUÍ C
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TIENDA

Para usar con Spanish SL Strand

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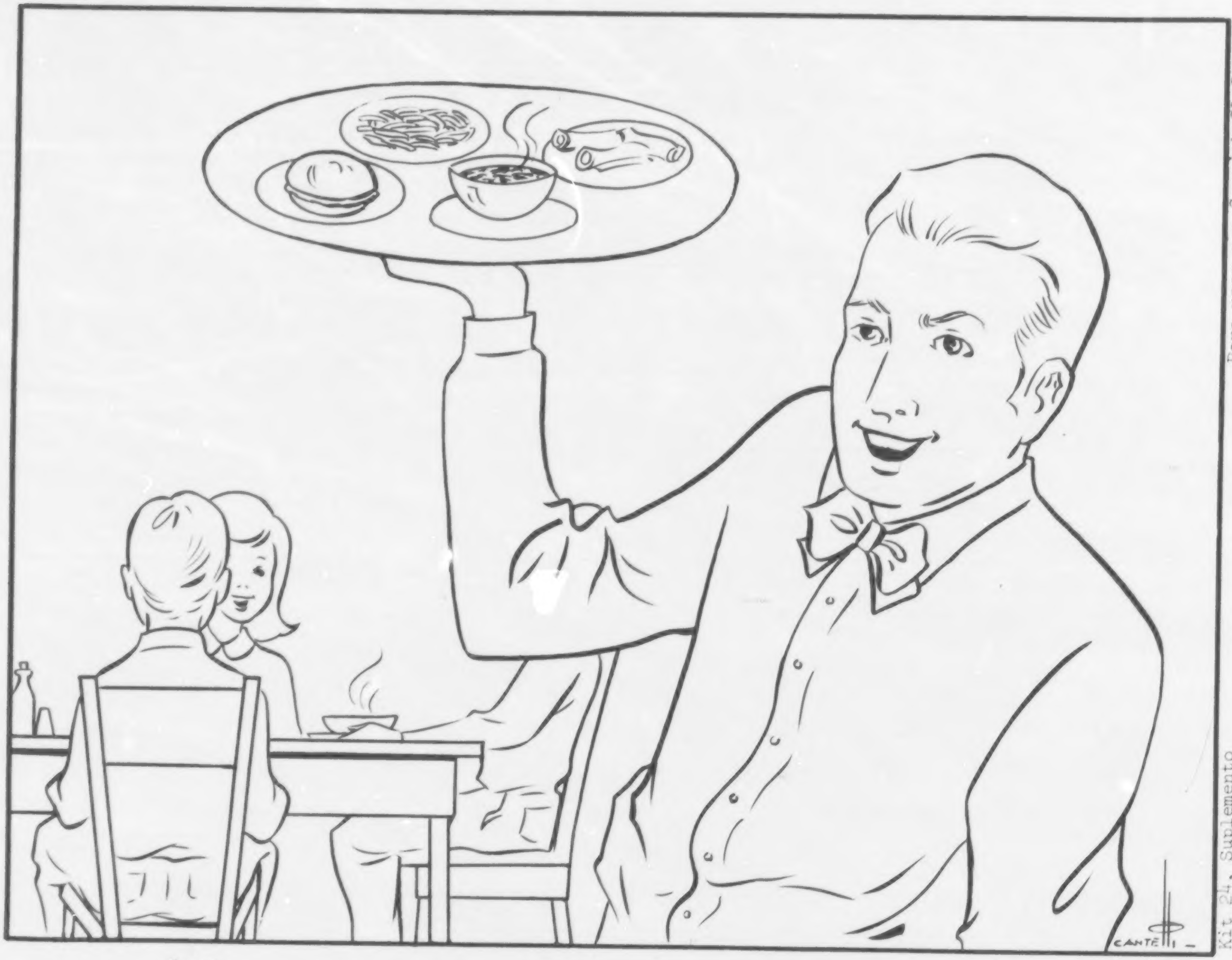
Kit 24, Suplemento



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Kit 24, Suplemento

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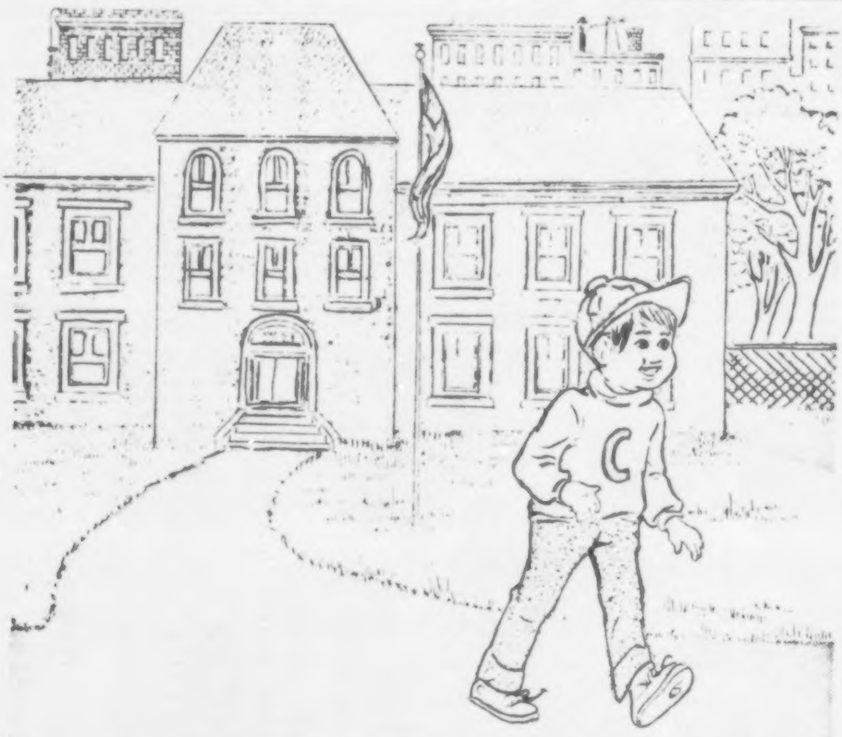

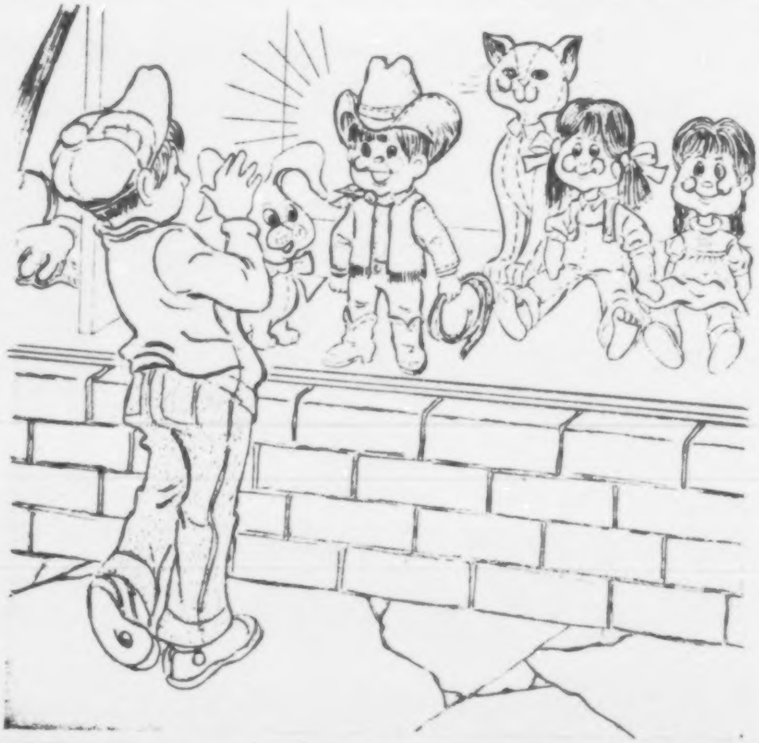

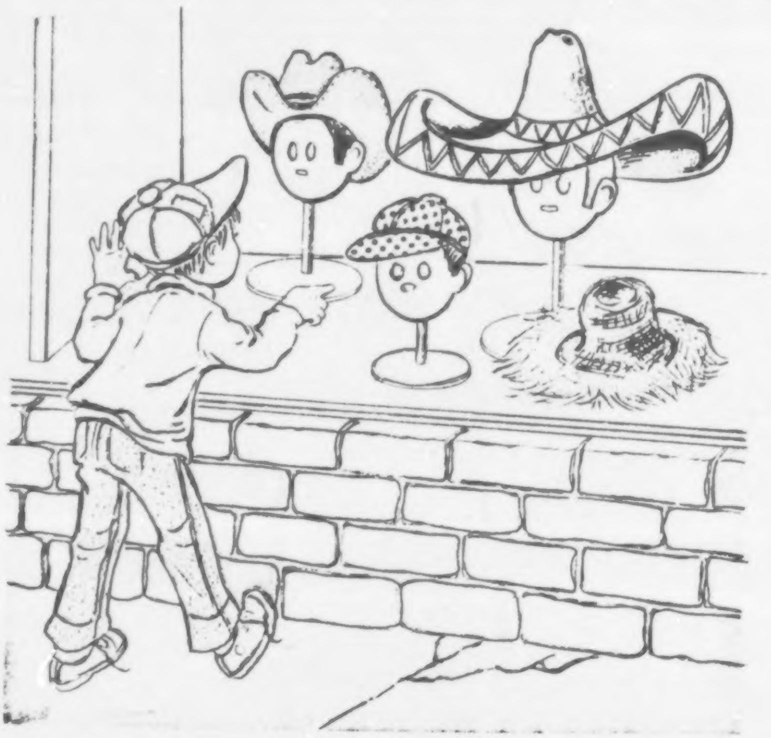

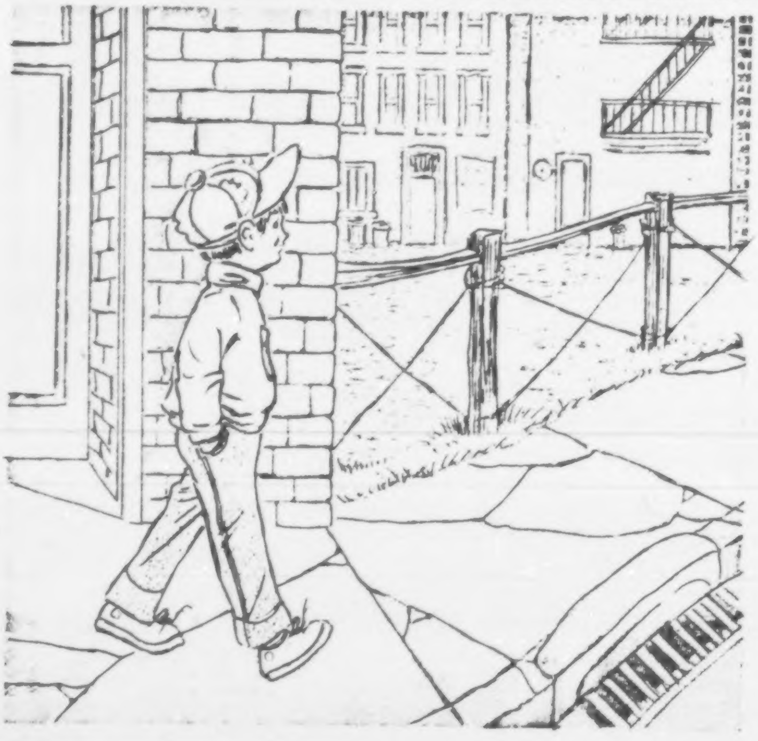

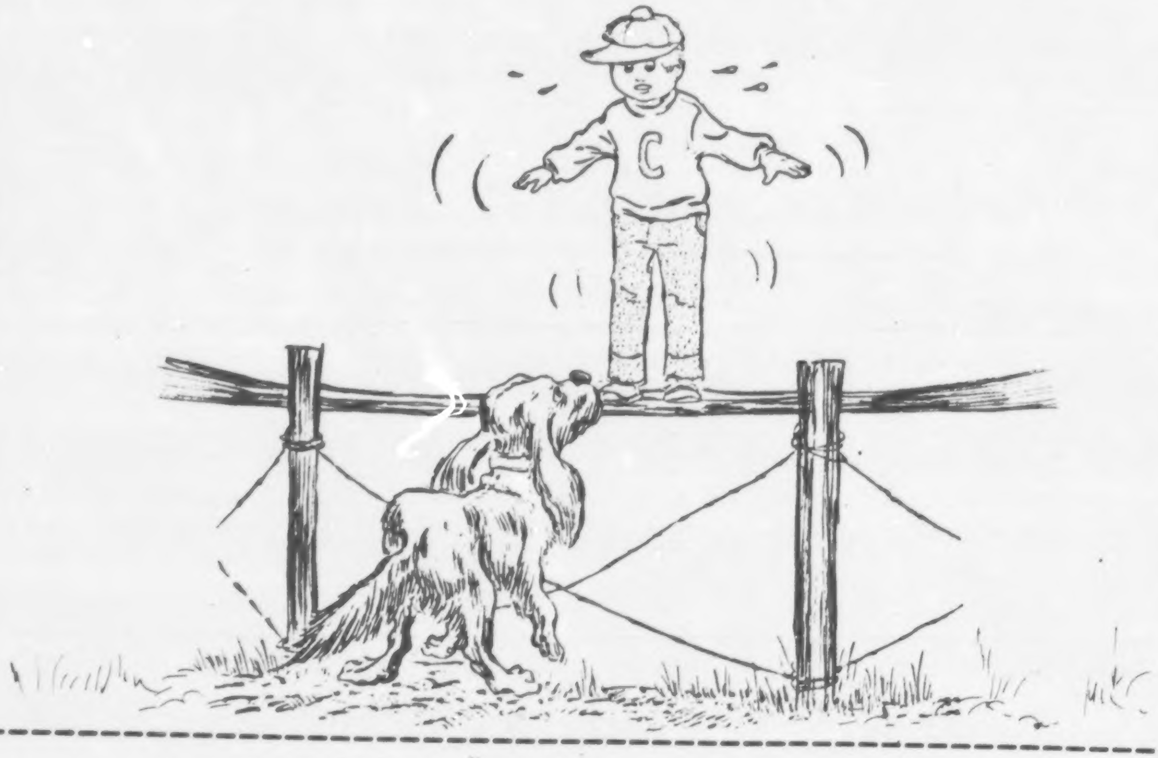
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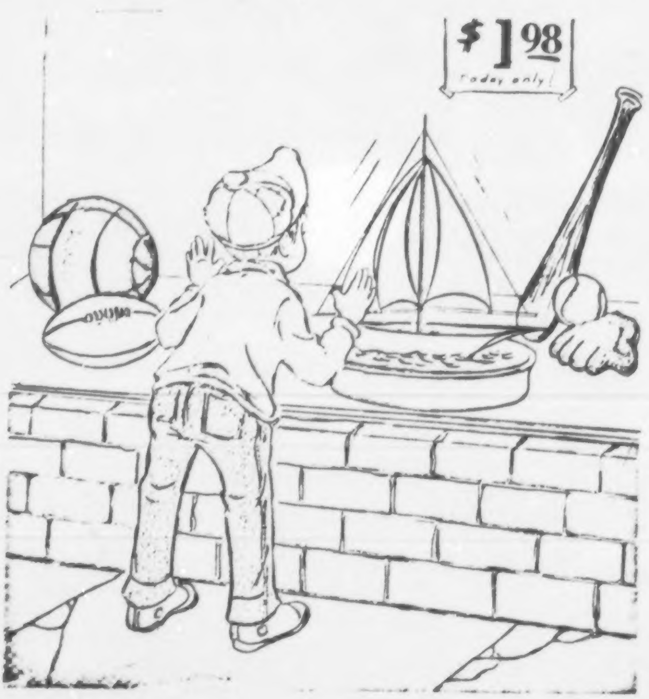
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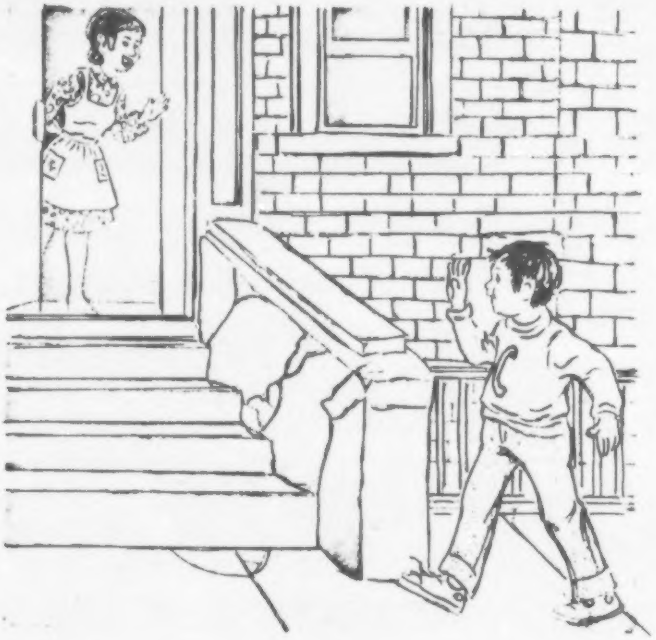
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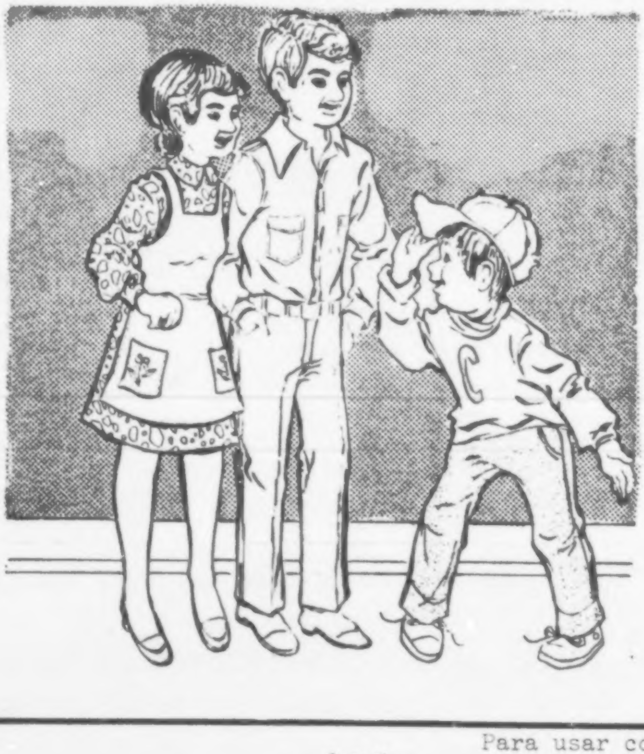
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Unit 6 Kits 21-24

Spanish SL Strand

Ditto Packet

PREFACIO

El Centro para el Desarrollo de Cursos de Estudios en Español, se ha establecido bajo los auspicios del Bilingual Education Programs Branch, U.S.O.E., con el propósito de crear kits multidisciplinarios para respaldar los programas de educación bilingüe en los Estados Unidos.

Los materiales que aquí se incluyen integran uno de los cuarenta kits de instrucción básica para el nivel primario. Cada kit está diseñado para un período de instrucción de dos a tres semanas y contiene guías para el maestro y materiales suplementarios para las cinco ramas de instrucción: Español como lengua vernácula, Ciencias Sociales, Ciencias/Matemáticas, Bellas Artes y Español como segunda lengua.

Este Conjunto de dittos revisado está basado en la información provista por los centros de experimentación a través de la nación, cuya población estudiantil incluye niños méxico-americanos, puertorriqueños y cubanos así como otros niños que representan un amplio grupo de origen hispano. Esta edición refleja las contribuciones valiosas de maestros, administradores, especialistas, coordinadores de los centros experimentales, el Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), y miembros de este centro que están desarrollando las ediciones regionales.

Esperamos que las escuelas que usen este Conjunto de dittos revisado continuarán expresando sus reacciones para que los materiales puedan ser revisados y lograr así el mejoramiento de esta edición.

PREFACE

The Spanish Curricula Development Center has been established by the Bilingual Education Programs Branch, U.S.O.E., to create multidisciplinary kits to help support bilingual education programs in the United States.

The materials here included are components of one of forty basic instructional kits for the primary level. Each kit is designed for a period of instruction of two to three weeks and includes teacher's guides and support materials for five instructional strands: Spanish Language Arts, Social Science, Science/Mathematics, Fine Arts, and Spanish as a Second Language.

This revised Ditto Packet incorporates feedback from field testing centers across the nation whose pupil populations include children of Mexican-American, Puerto Rican, and Cuban background, as well as children representing a wide range of other Spanish-background origins. It reflects valuable contributions of teachers, administrators, field trial coordinators, consultants, the Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), and members of the Spanish Curricula Development Center staff who are developing regional editions.

It is our hope that schools using the revised Ditto Packet will continue to provide feedback so materials may continue to undergo revision based on actual classroom use and community response.

Marta Cil
Quality Control, SCDC

Elsa Sánchez de la Vega
Production Editor, DACBE

Ernest Pérez
Director, DACBE

Ralph F. Robinett
Project Manager, SCDC

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INTRODUCCIÓN

Este Conjunto de dittos revisado contiene los modelos de las copias maestras de ditto para hacer reproducciones múltiples de los materiales visuales y de las hojas de tareas individuales correspondientes a las actividades de los distintos hilos de instrucción y de evaluación. Con cada copia maestra de ditto se incluye el original del cual fue hecha para que el maestro pueda hacer copias maestras adicionales si así lo desea.

En general, las hojas de trabajos individuales serán presentadas bajo la supervisión del maestro y no como trabajos independientes.

En algunos casos el maestro puede encontrar que el refuerzo que ofrecen las copias maestras ditto es insuficiente y puede preparar materiales adicionales. En otros casos, el maestro puede considerar que sus objetivos pueden alcanzarse con más eficacia en otras formas diferentes a las predeterminadas en las hojas de trabajos individuales.

Colaboraron en la confección de las ilustraciones la señorita Adelfa Cantelli y las señoras Elpa Soler, Rose L. Nash e Irma Laucirica.

INTRODUCTION

This revised Ditto Packet contains ditto masters for making multiple copies of visuals and individual seatwork sheets for the different instructional strands and assessment activities. Accompanying each ditto master is the original from which it was made and from which the teacher may make additional ditto masters if he wishes.

By and large the worksheets for individual pupils are to be presented under supervision rather than presented as independent tasks.

In some cases, the teacher may find that the reinforcement provided through the ditto sheets here presented is insufficient and will wish to prepare additional practice materials. In other cases, the teacher may consider that his goals can be achieved most effectively in ways other than those implied by predetermined worksheets for each pupil.

Collaborating in the preparation of the illustrations were Adelfa Cantelli, Elpa Soler, Rose L. Nash and Irma Laucirica.

Carmen Otero
Chairman, Kit Manufacture

KIT 21

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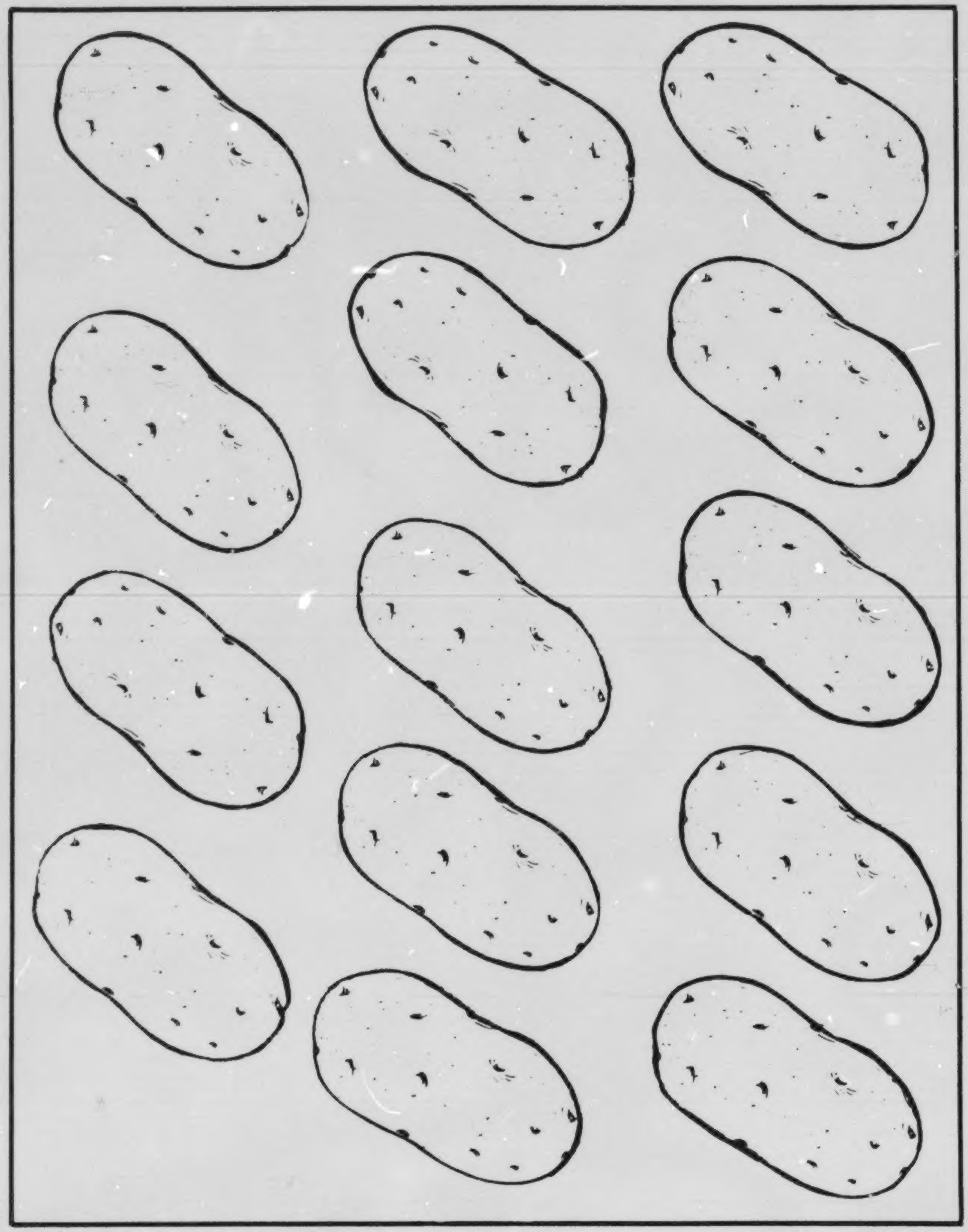
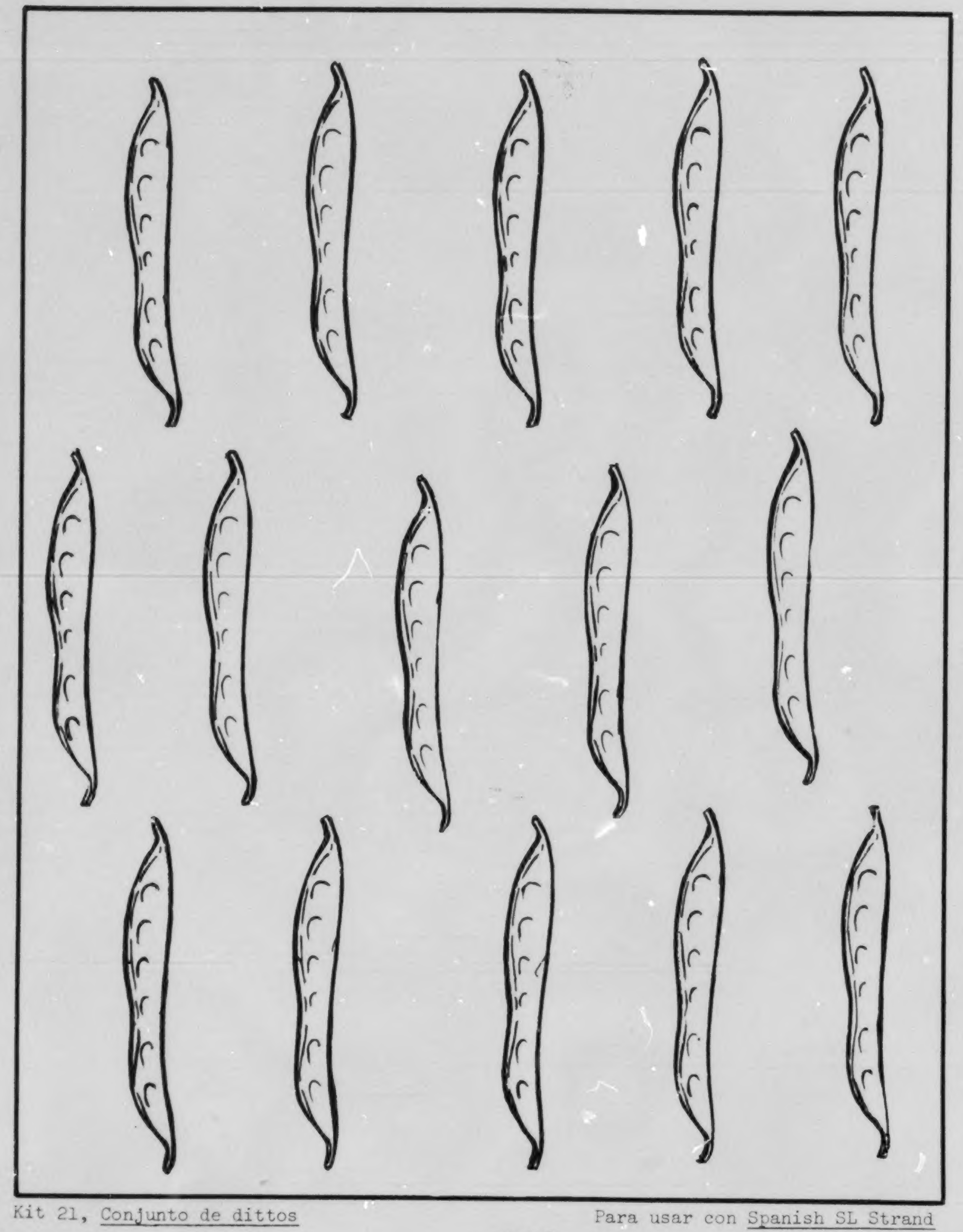
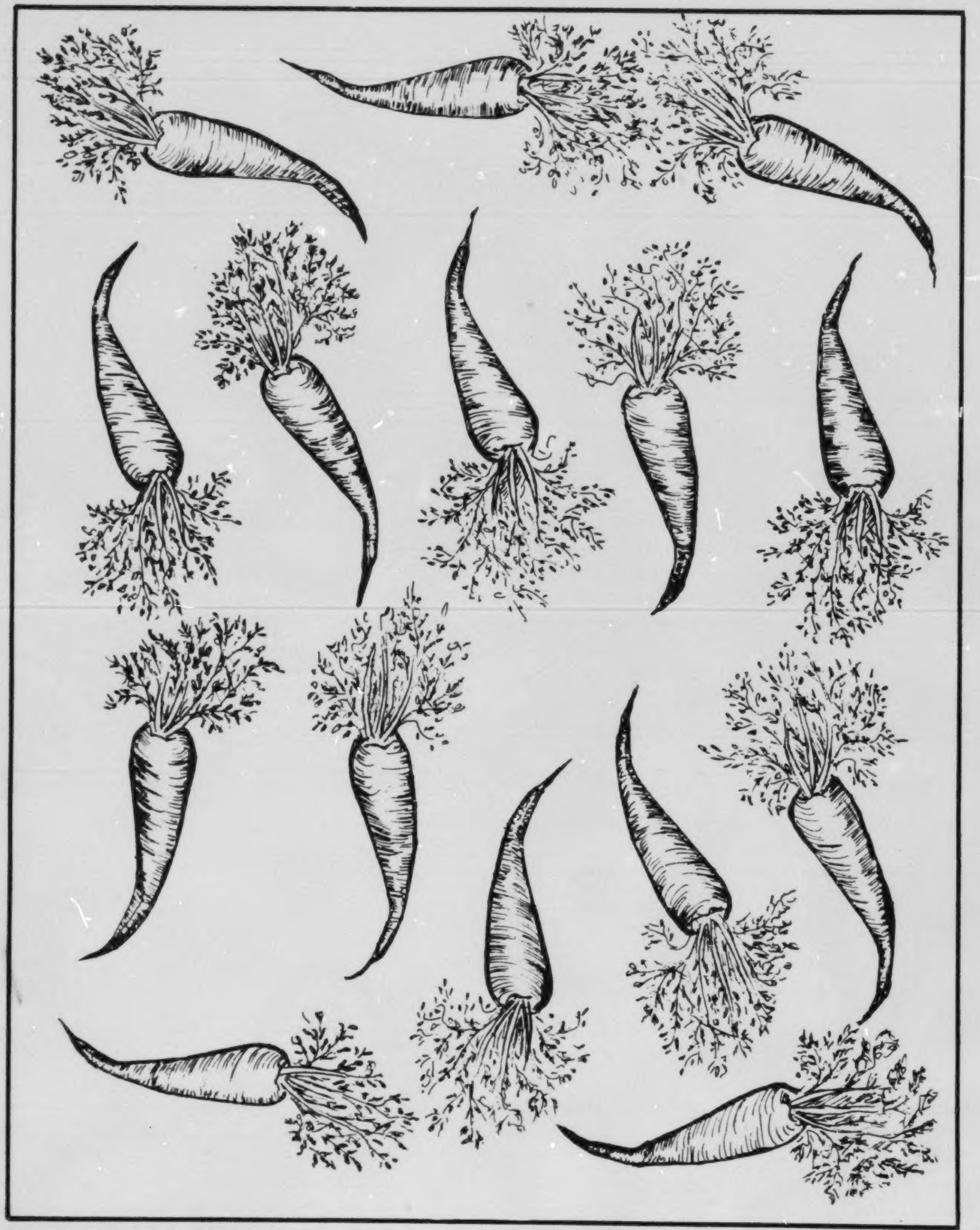
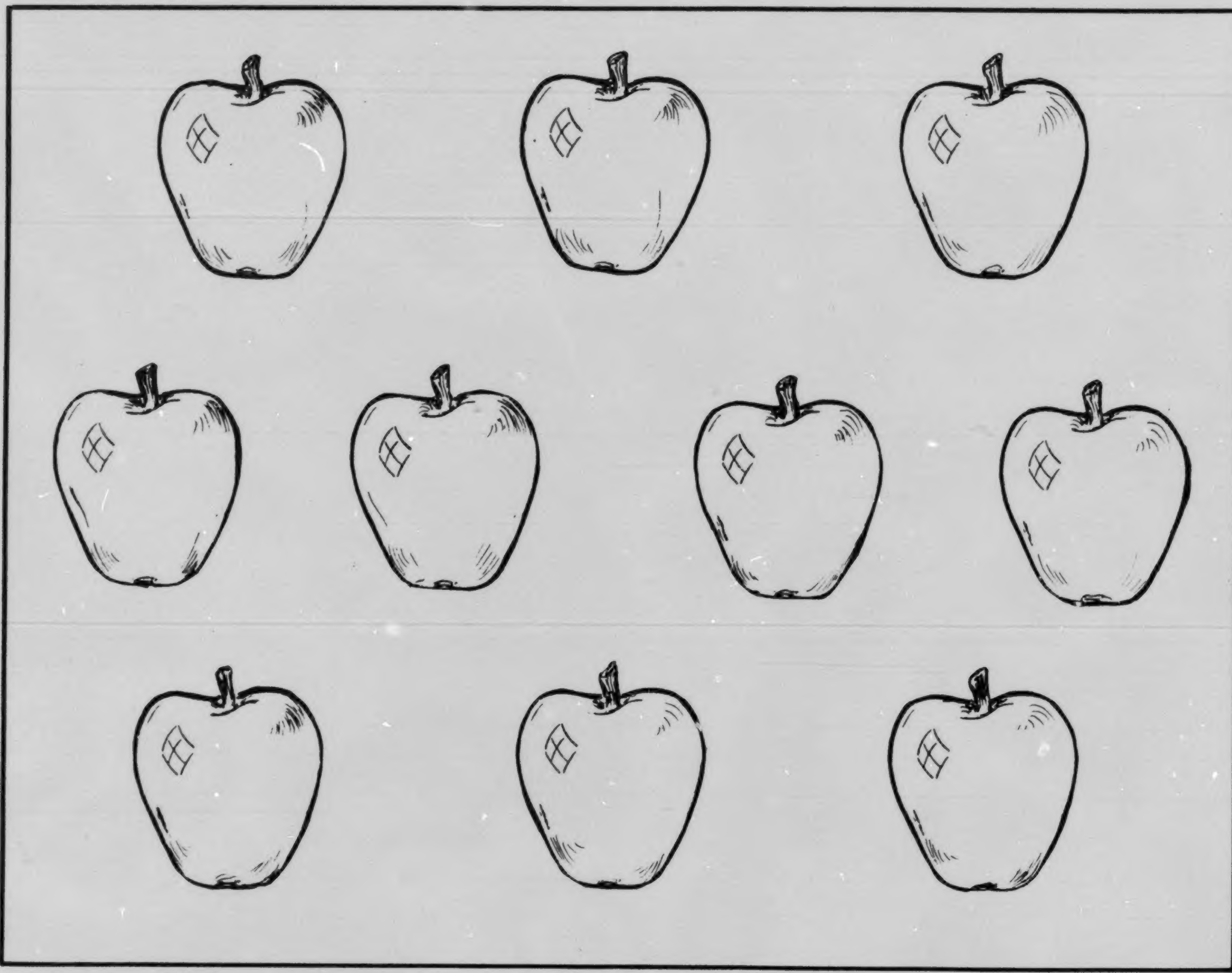
1









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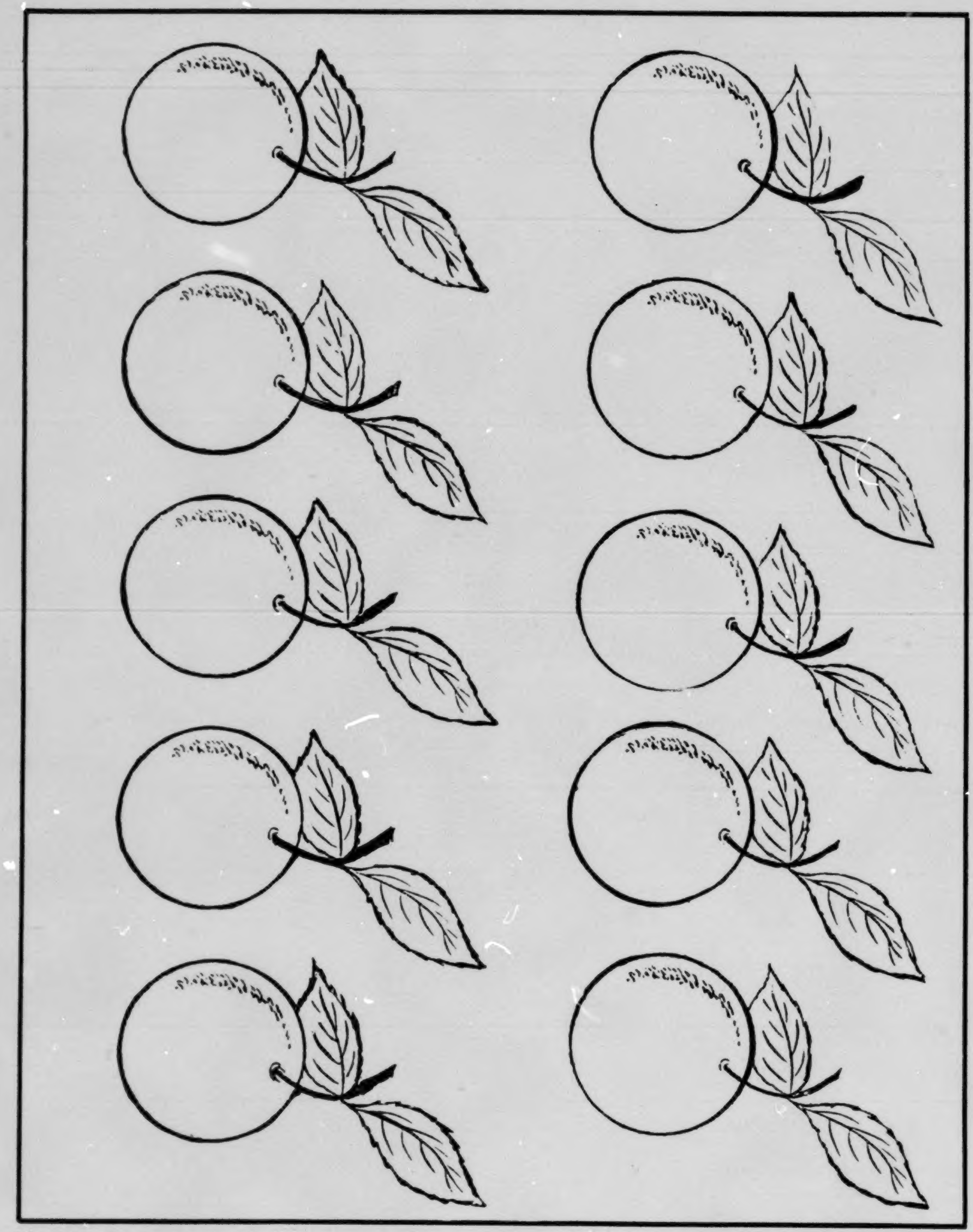
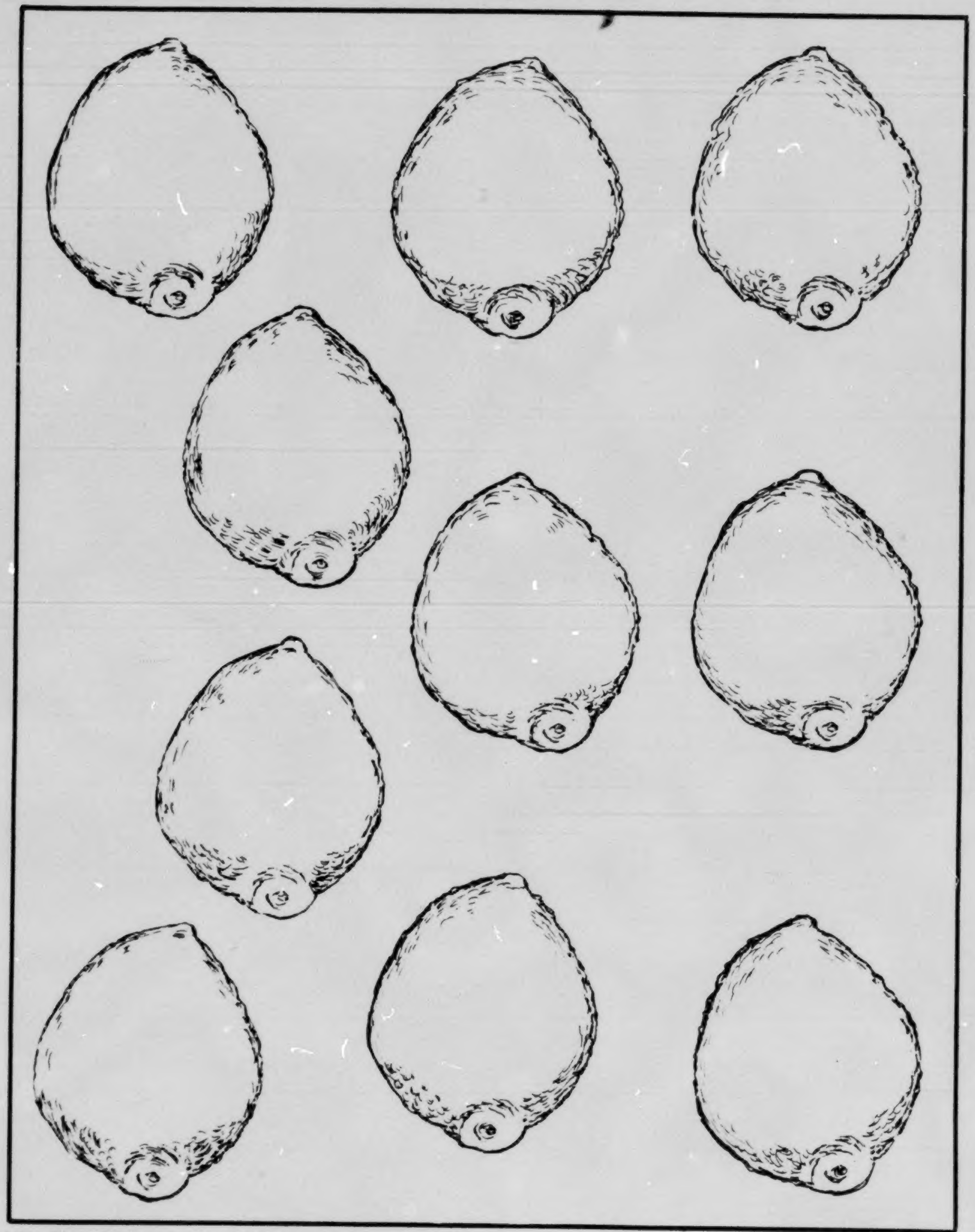
Para usar con Spanish SL Strand





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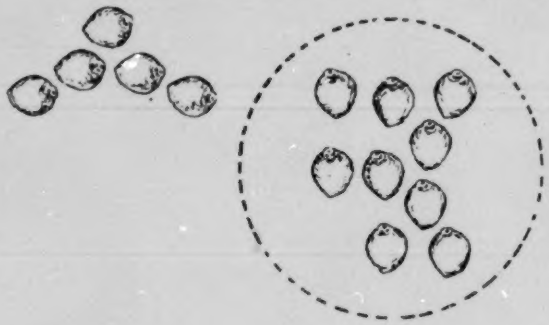

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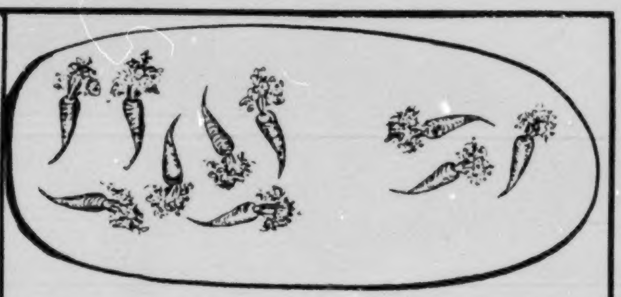

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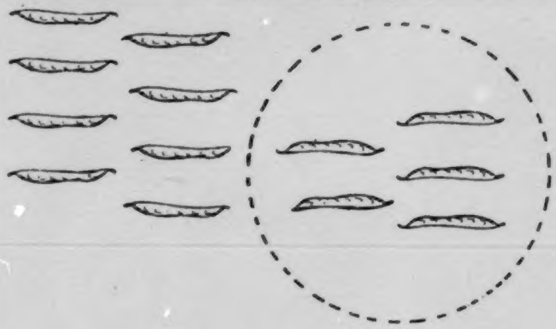

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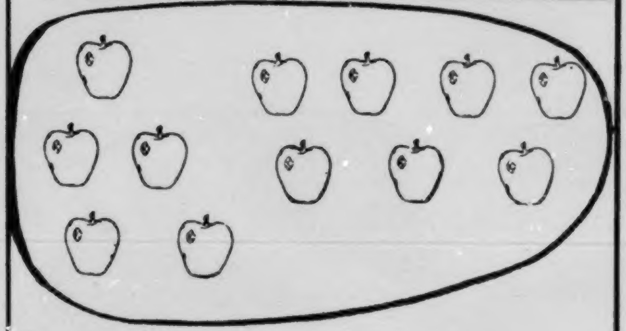

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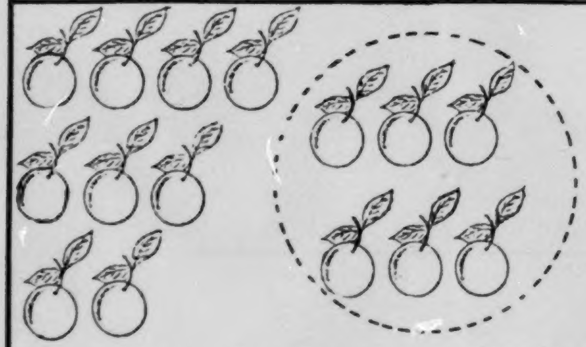

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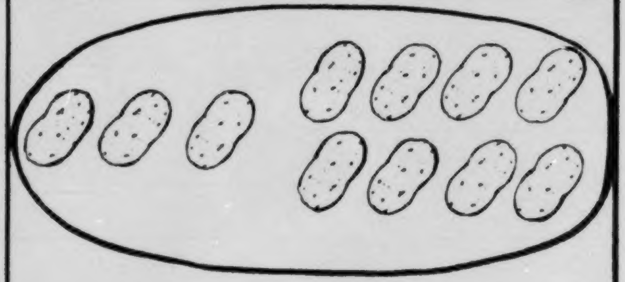

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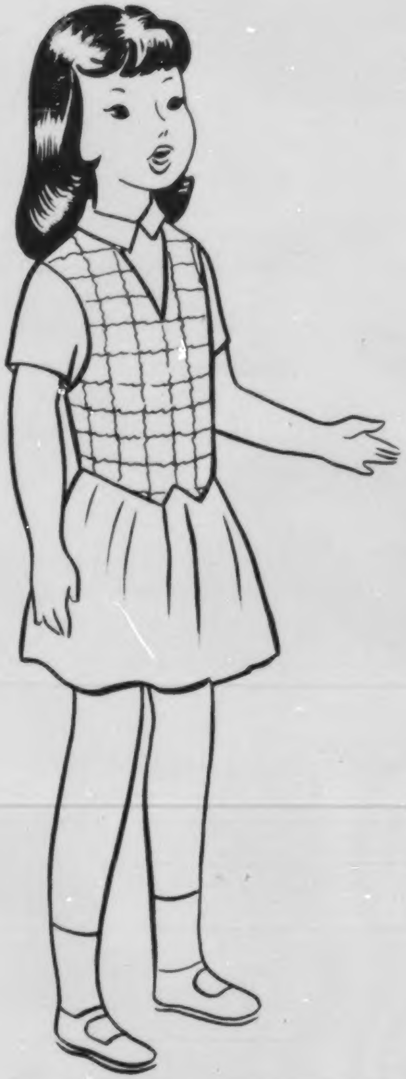

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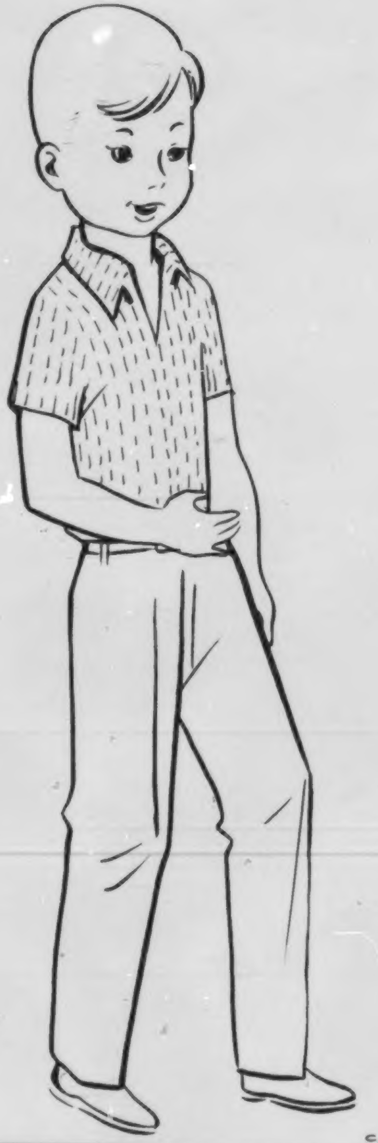

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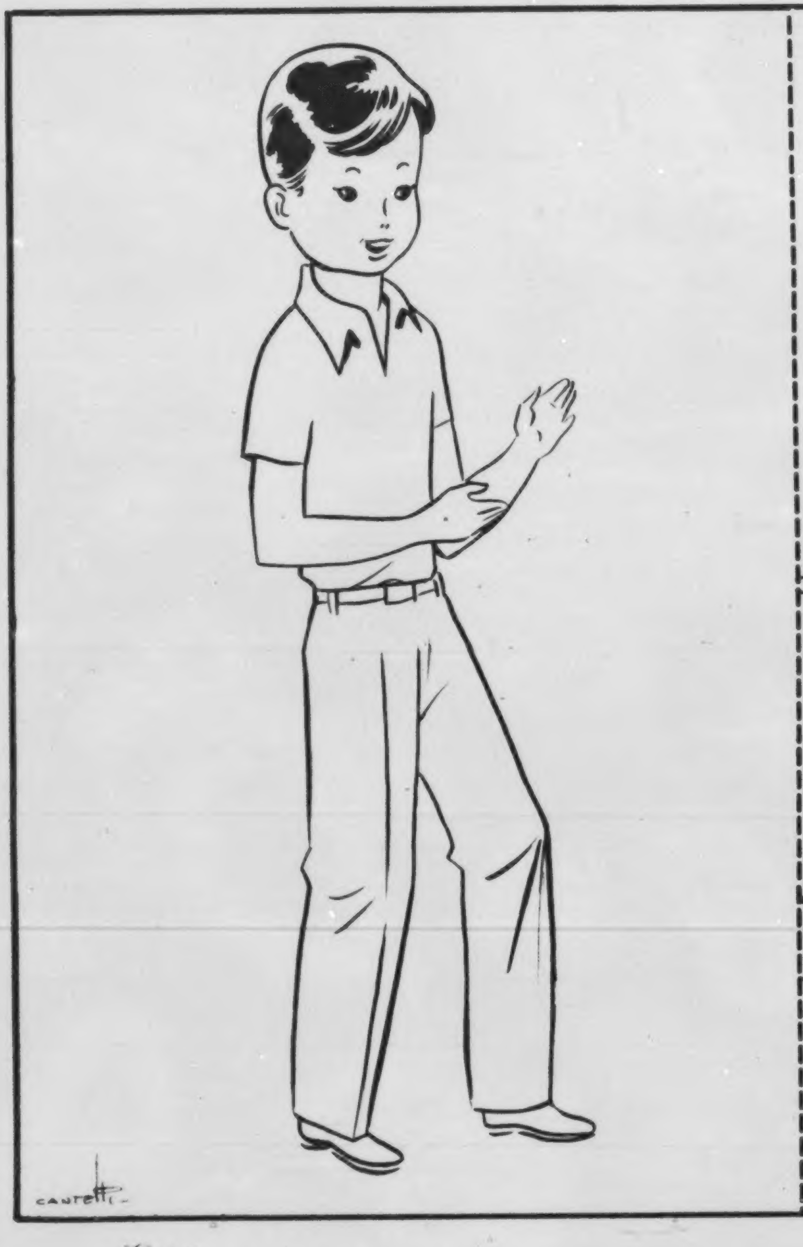

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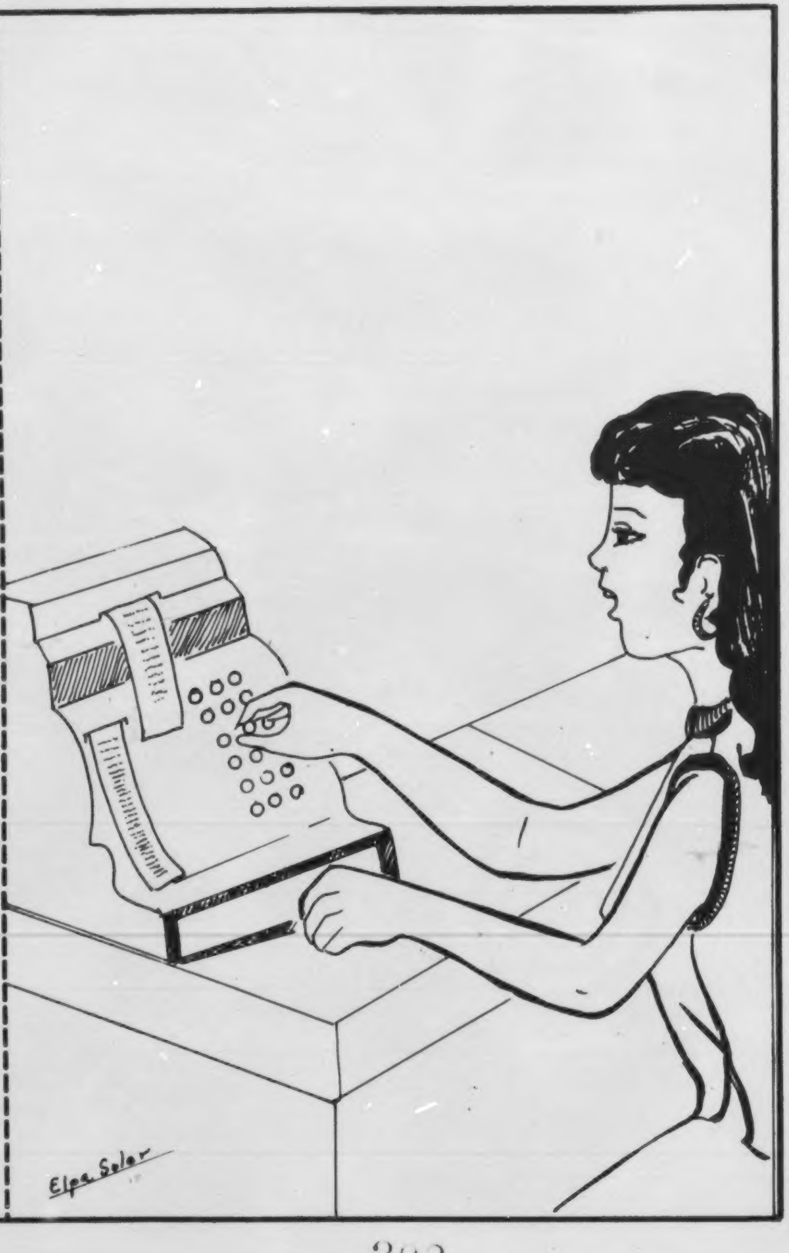

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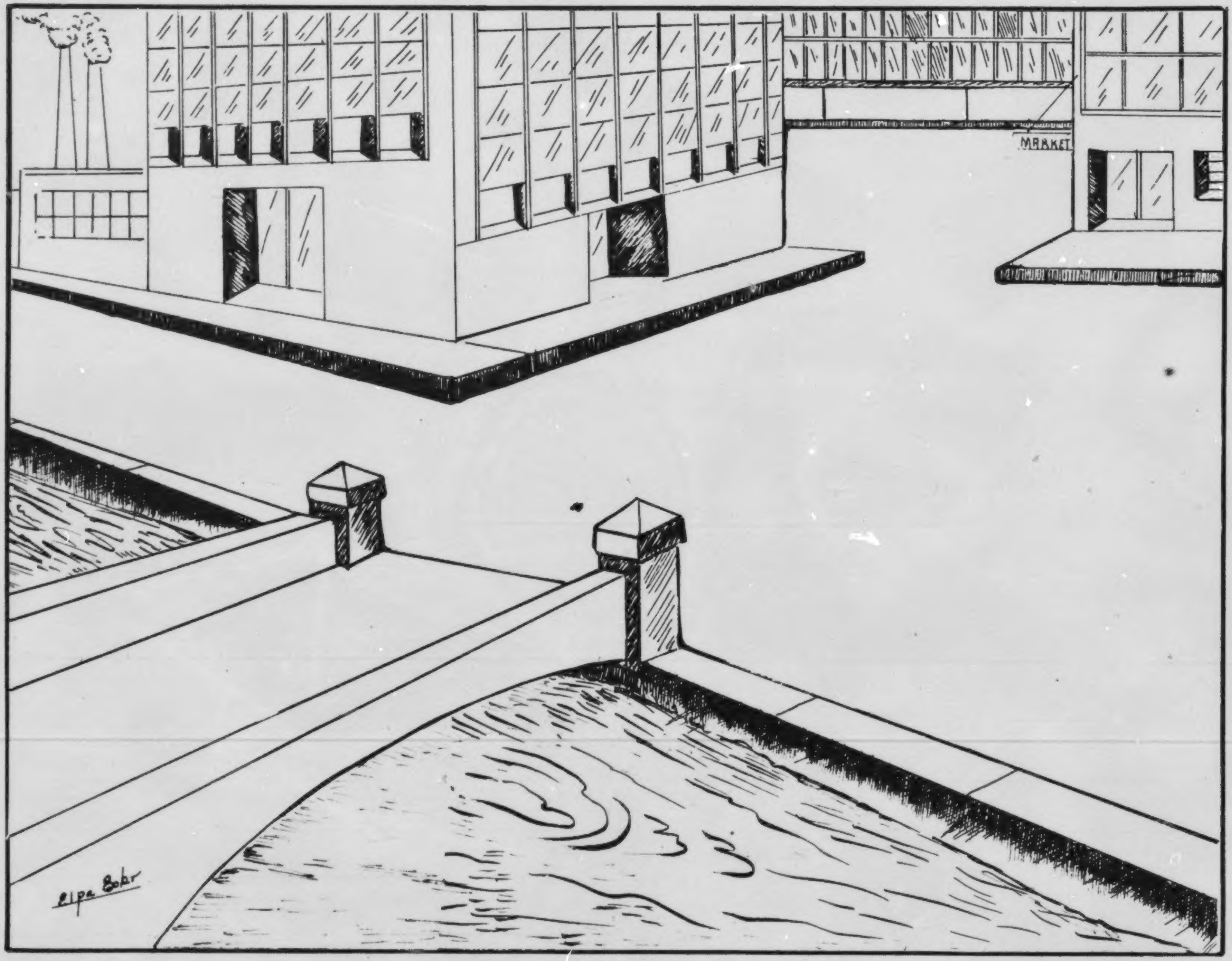
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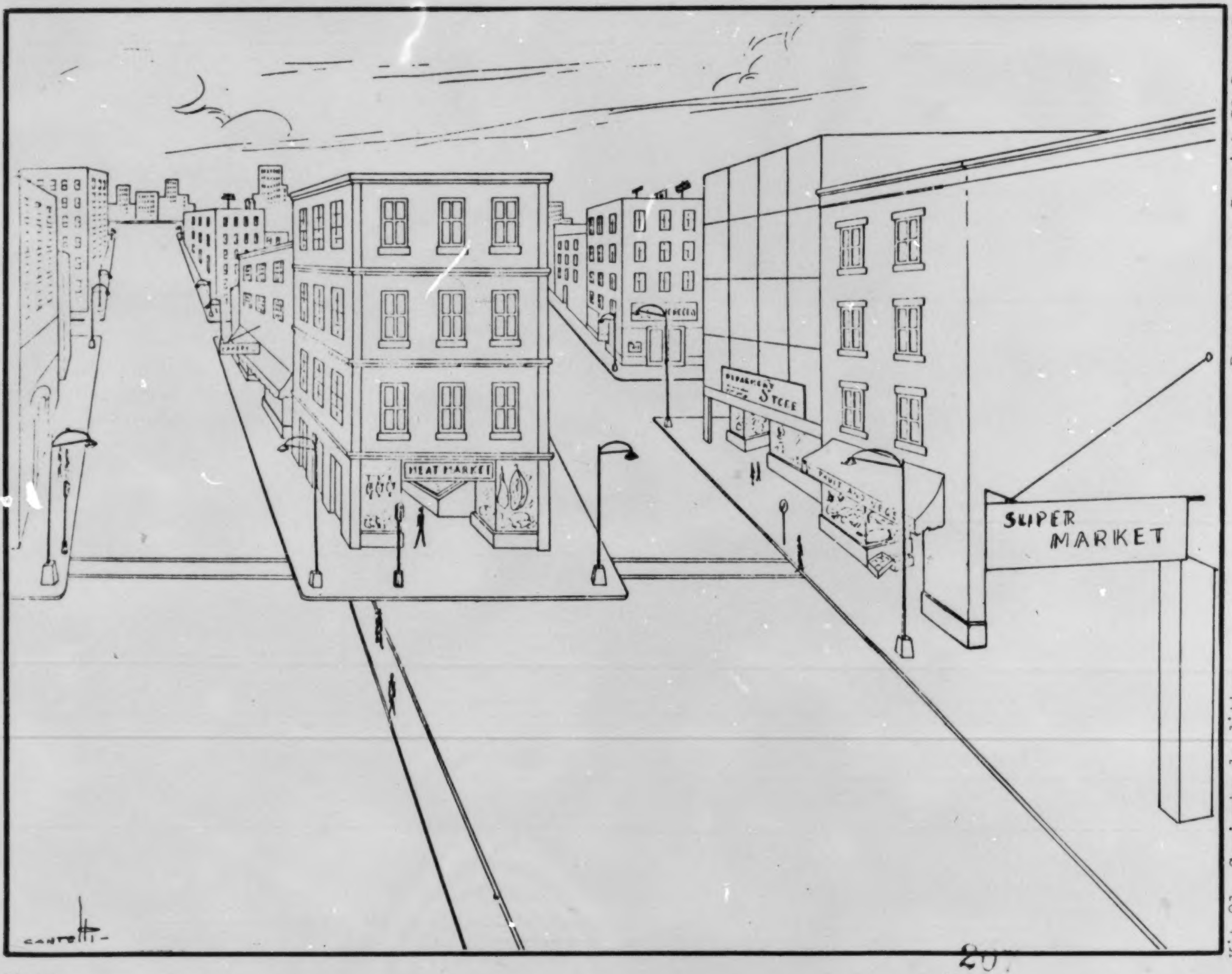
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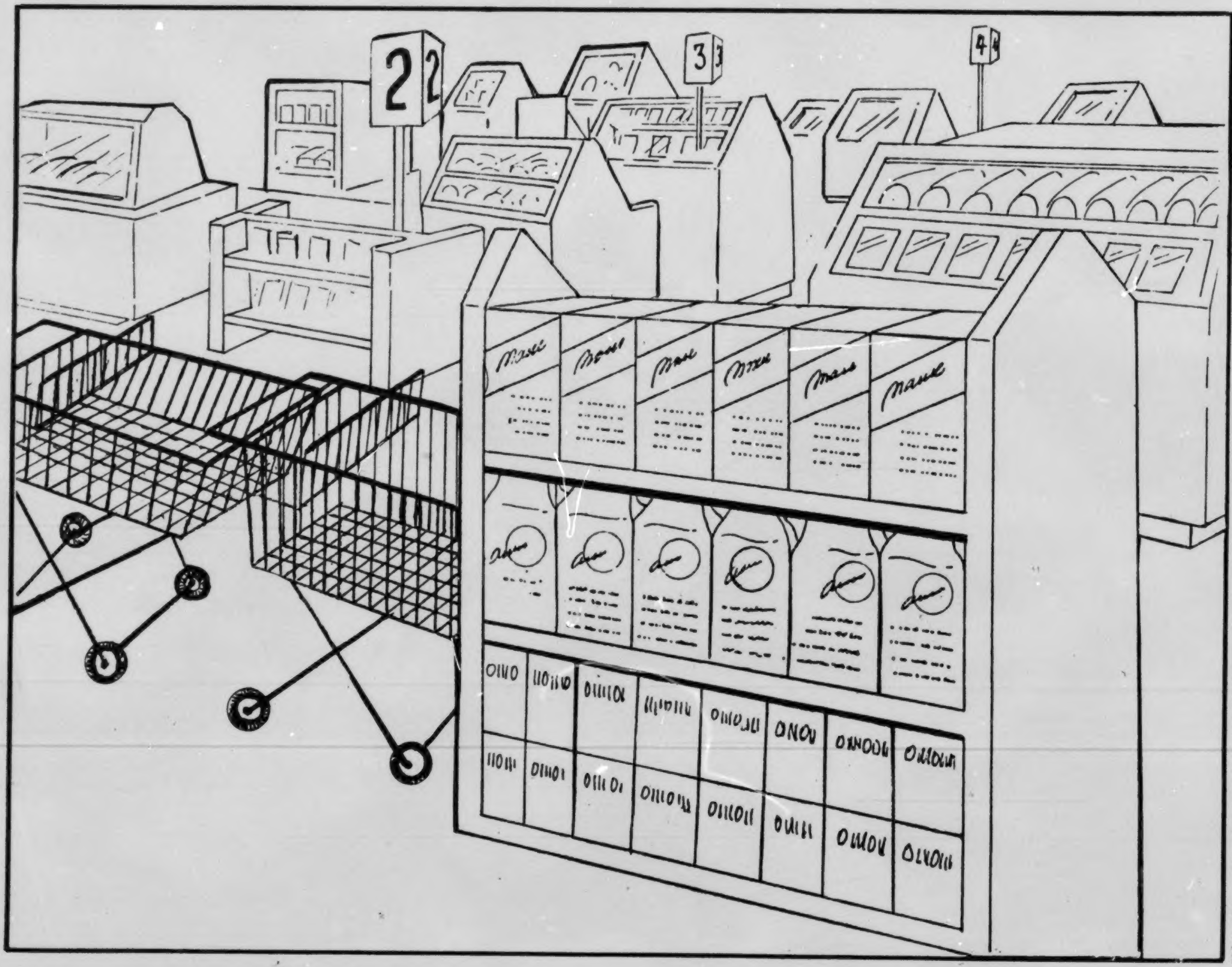

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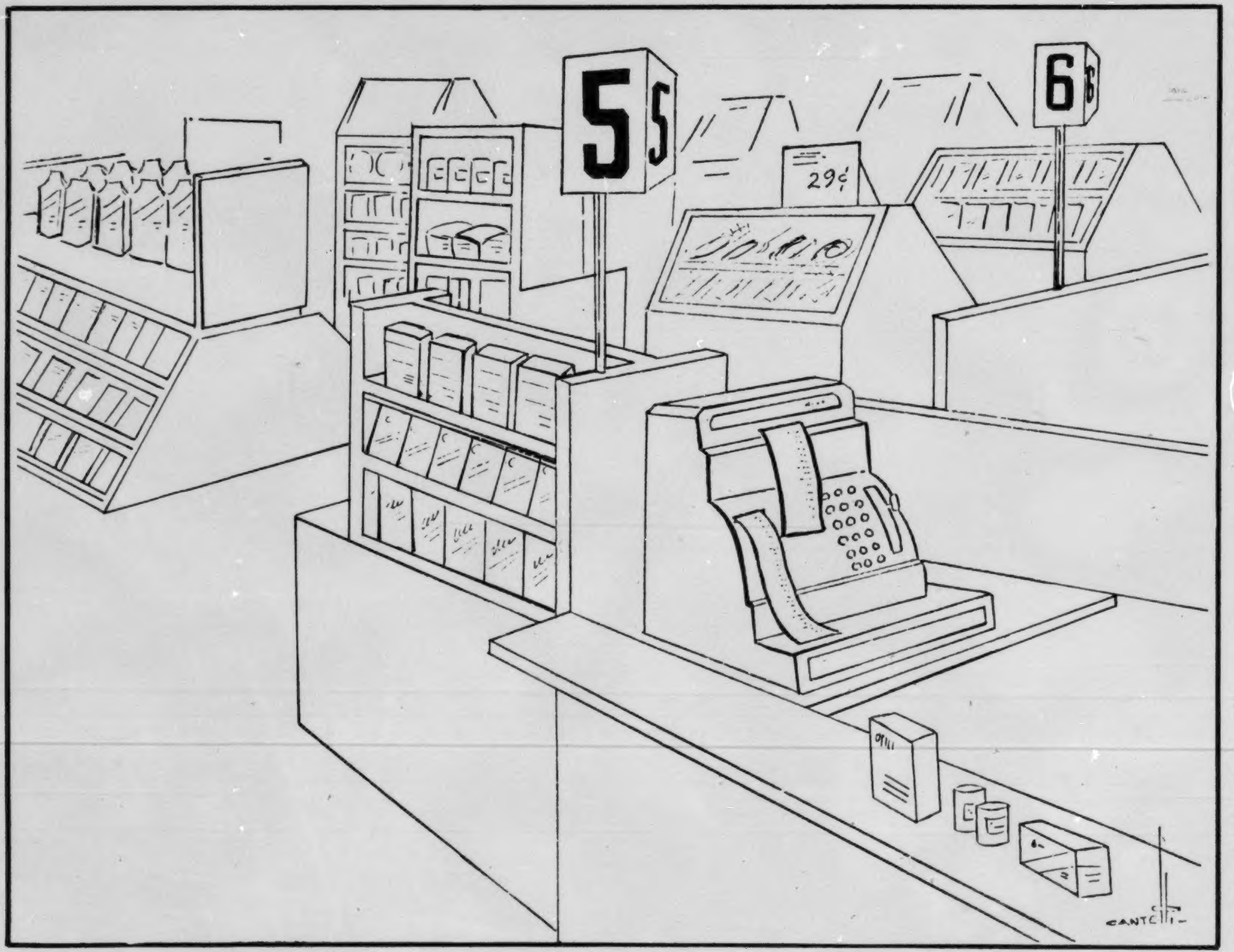

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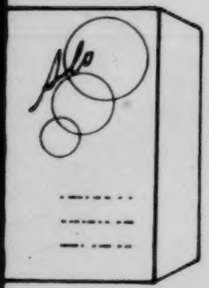

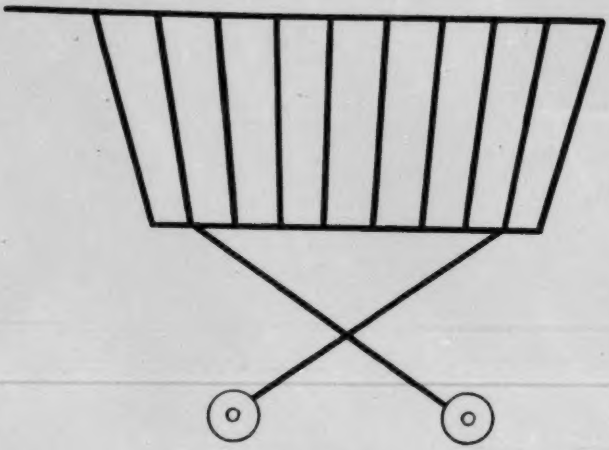

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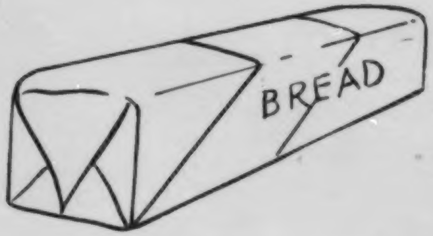

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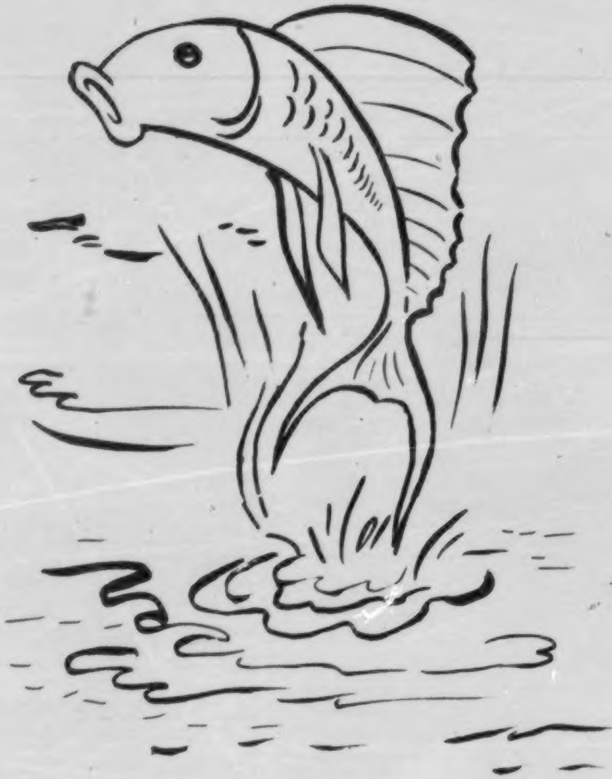

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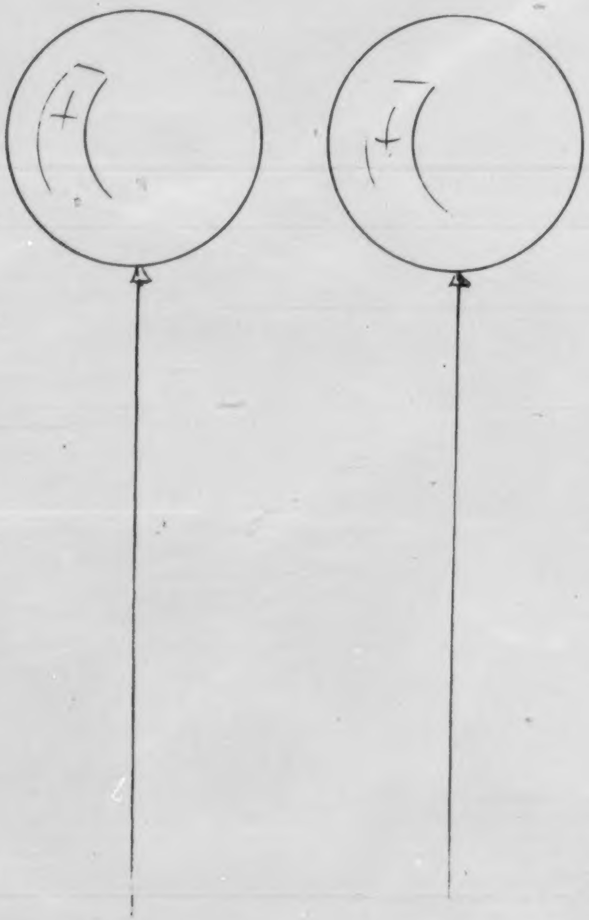

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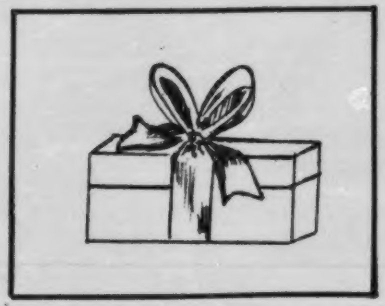

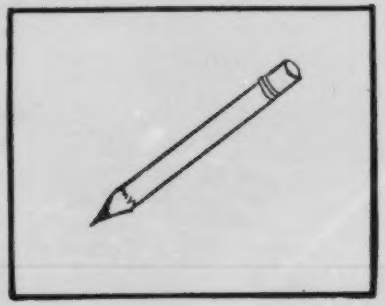

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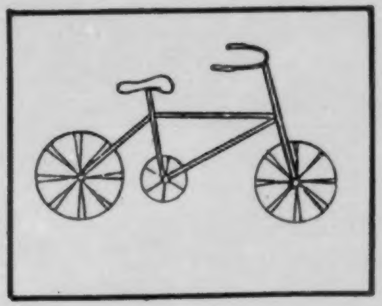

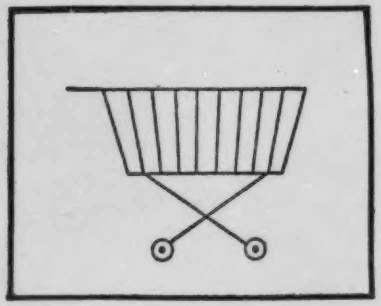

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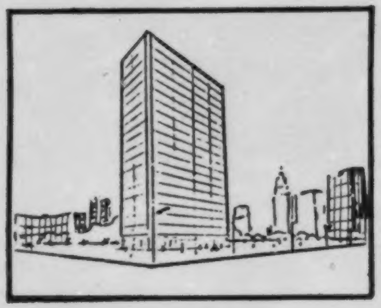

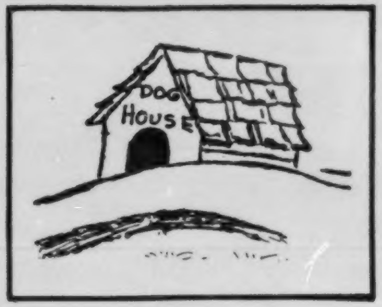

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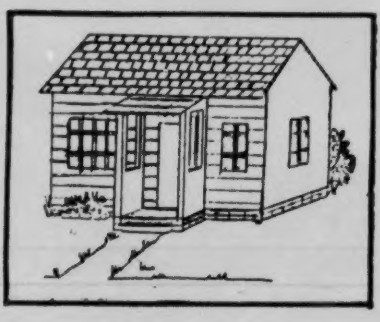

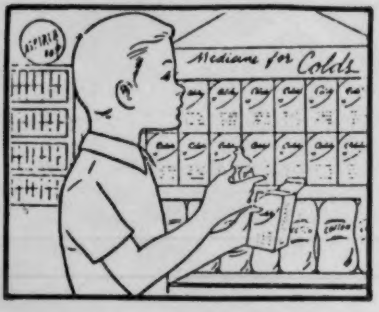
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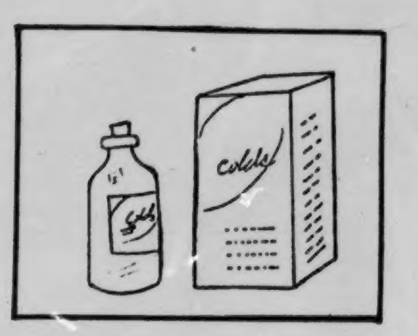

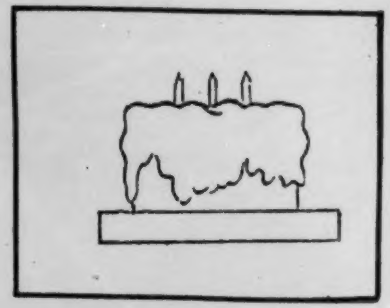

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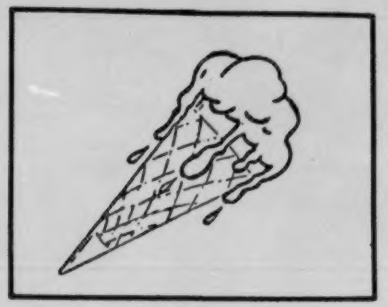

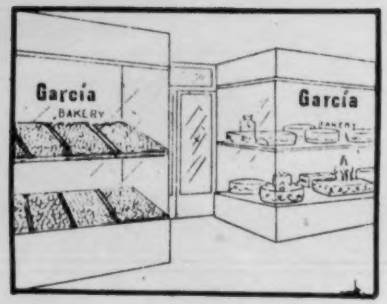
García
BAKERY
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Kit 21, Conjunto de dittos

Para usar con Spanish SL Strand

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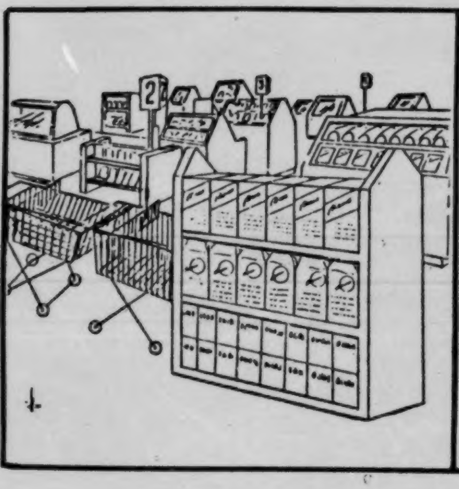

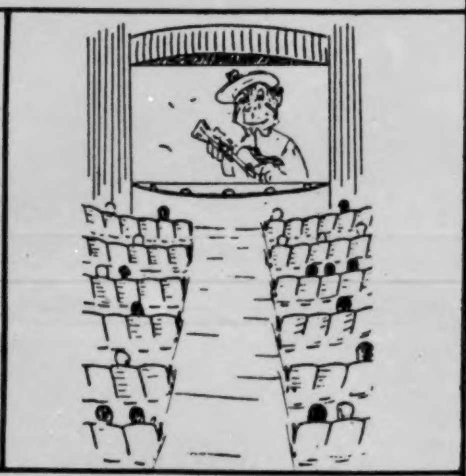

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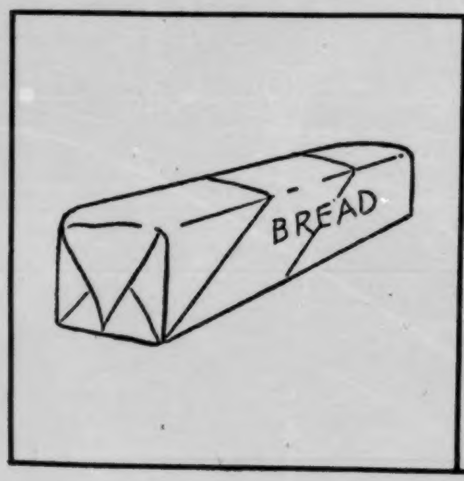

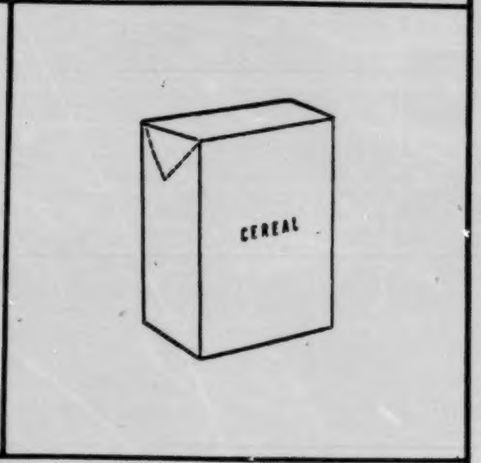

Kit 21, Conjunto de dittos

Para usar con Spanish SL Strand

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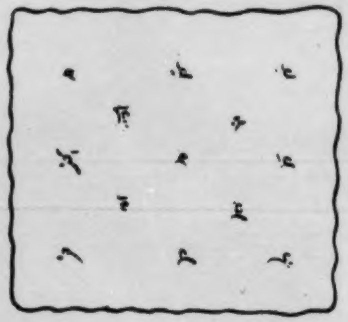

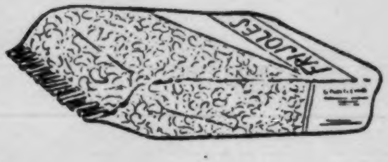

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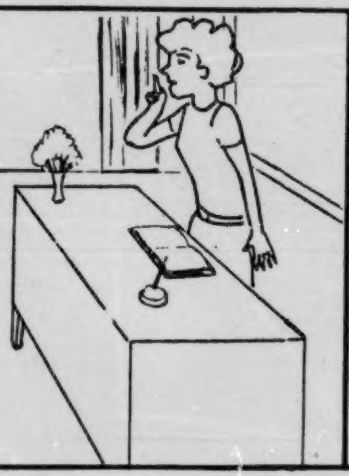
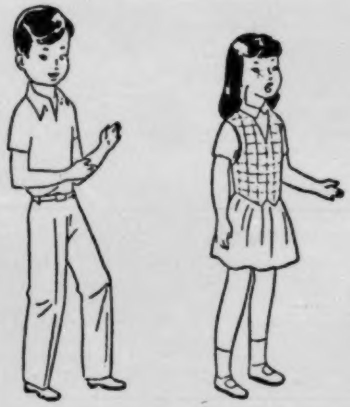
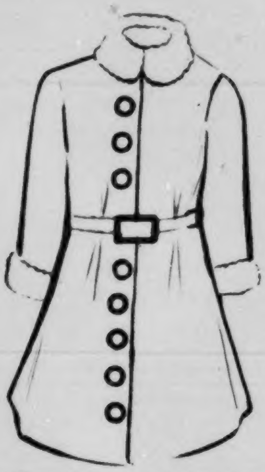


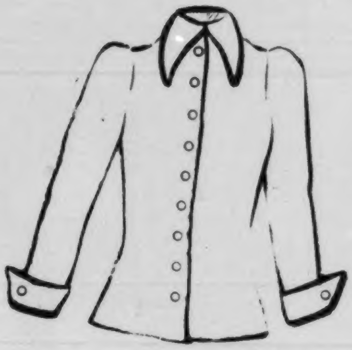


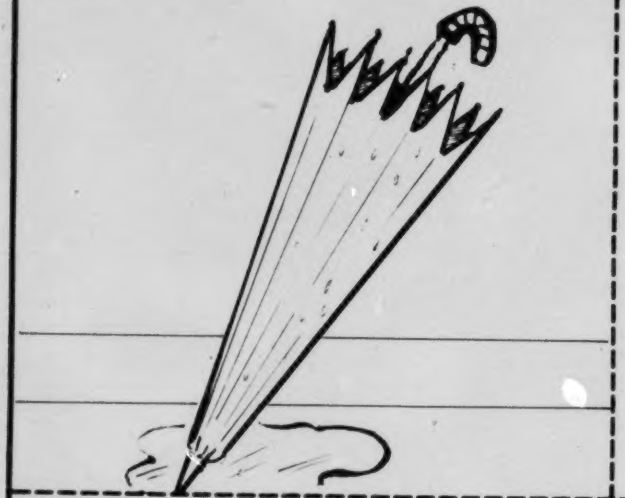
Kit 21, Conjunto de dittos 21 Para usar con Spanish SL Strand

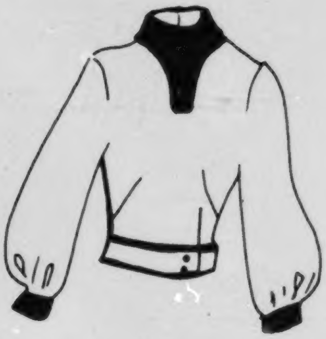
KIT 22

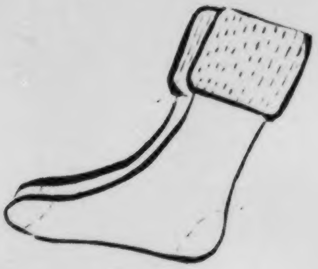
(Pages 22-34)

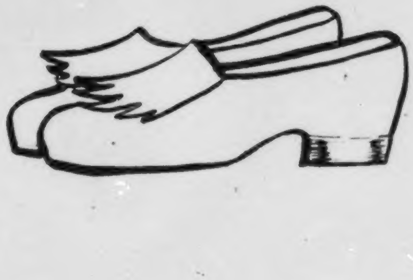


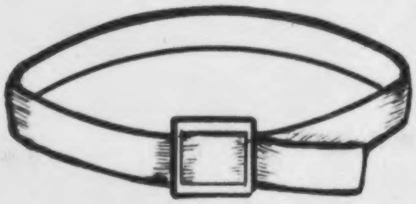


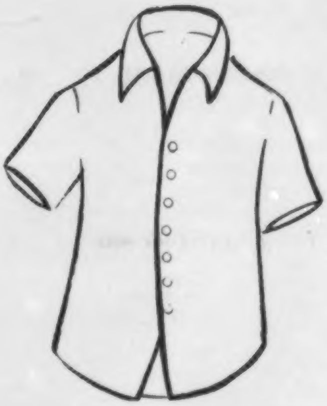


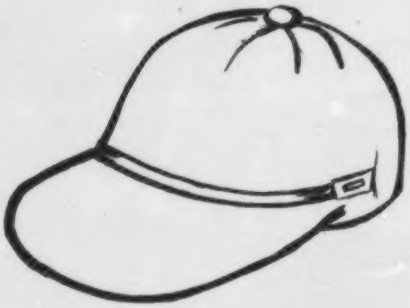


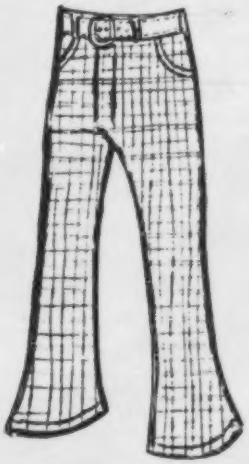


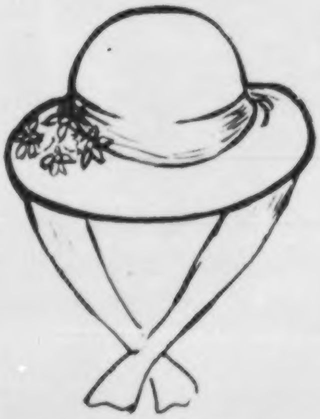


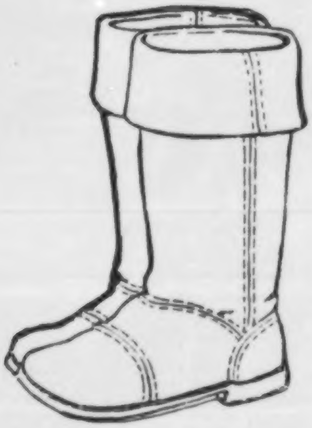


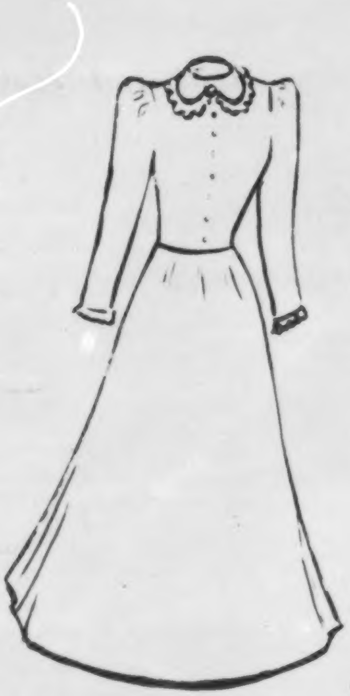


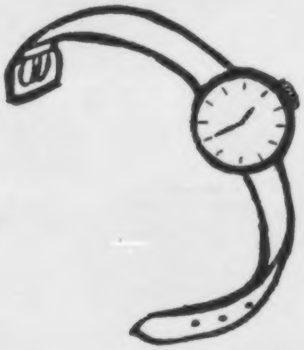


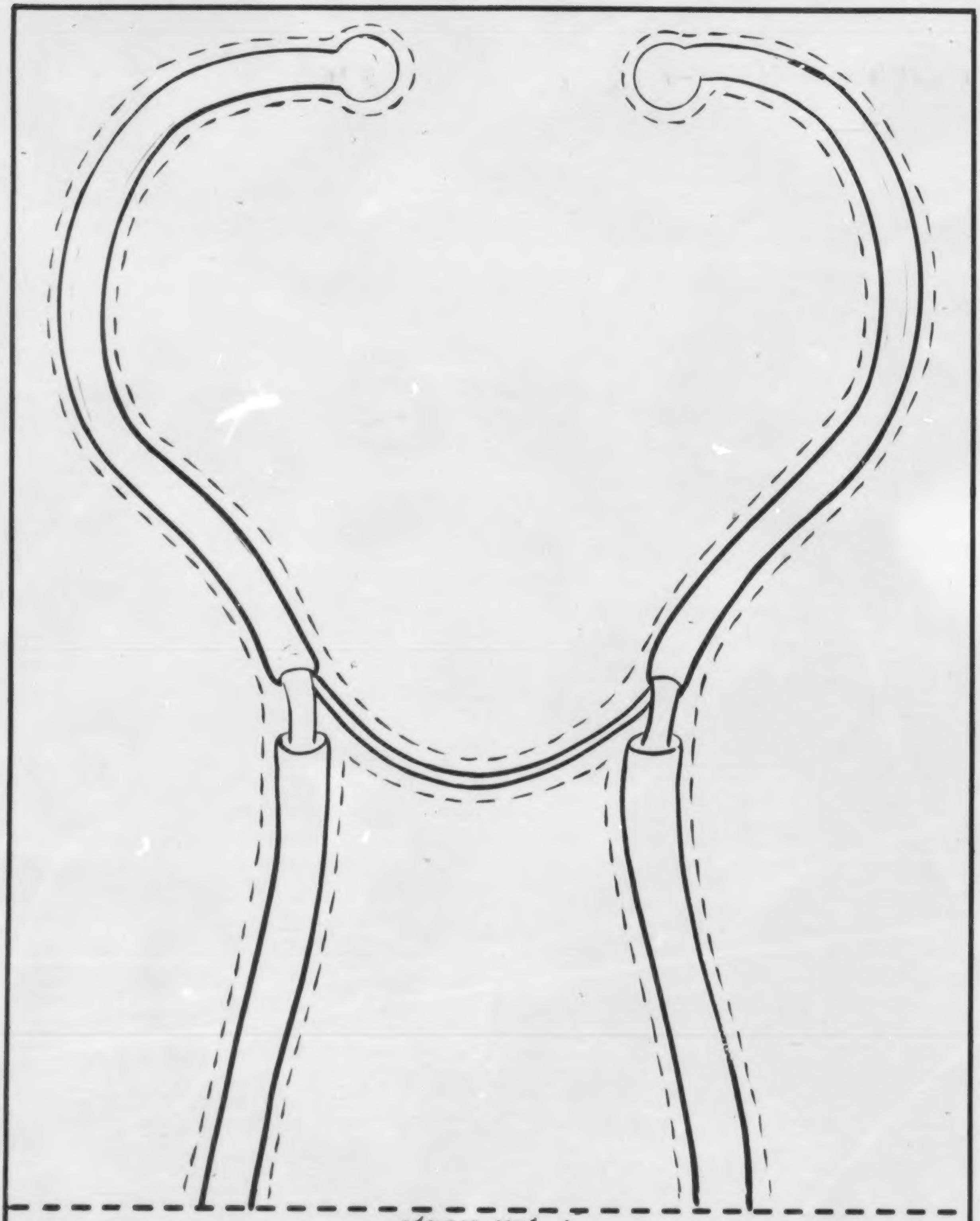






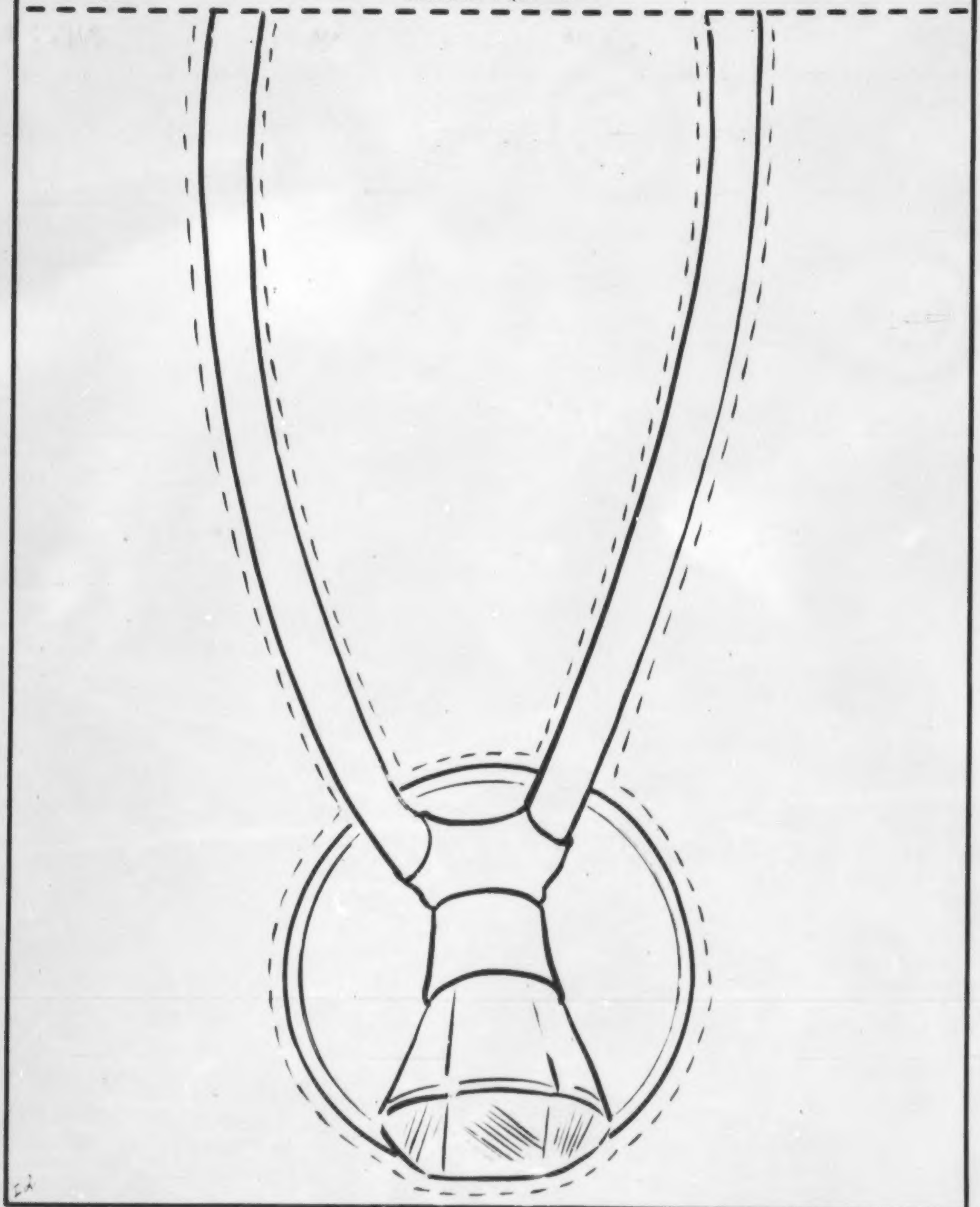


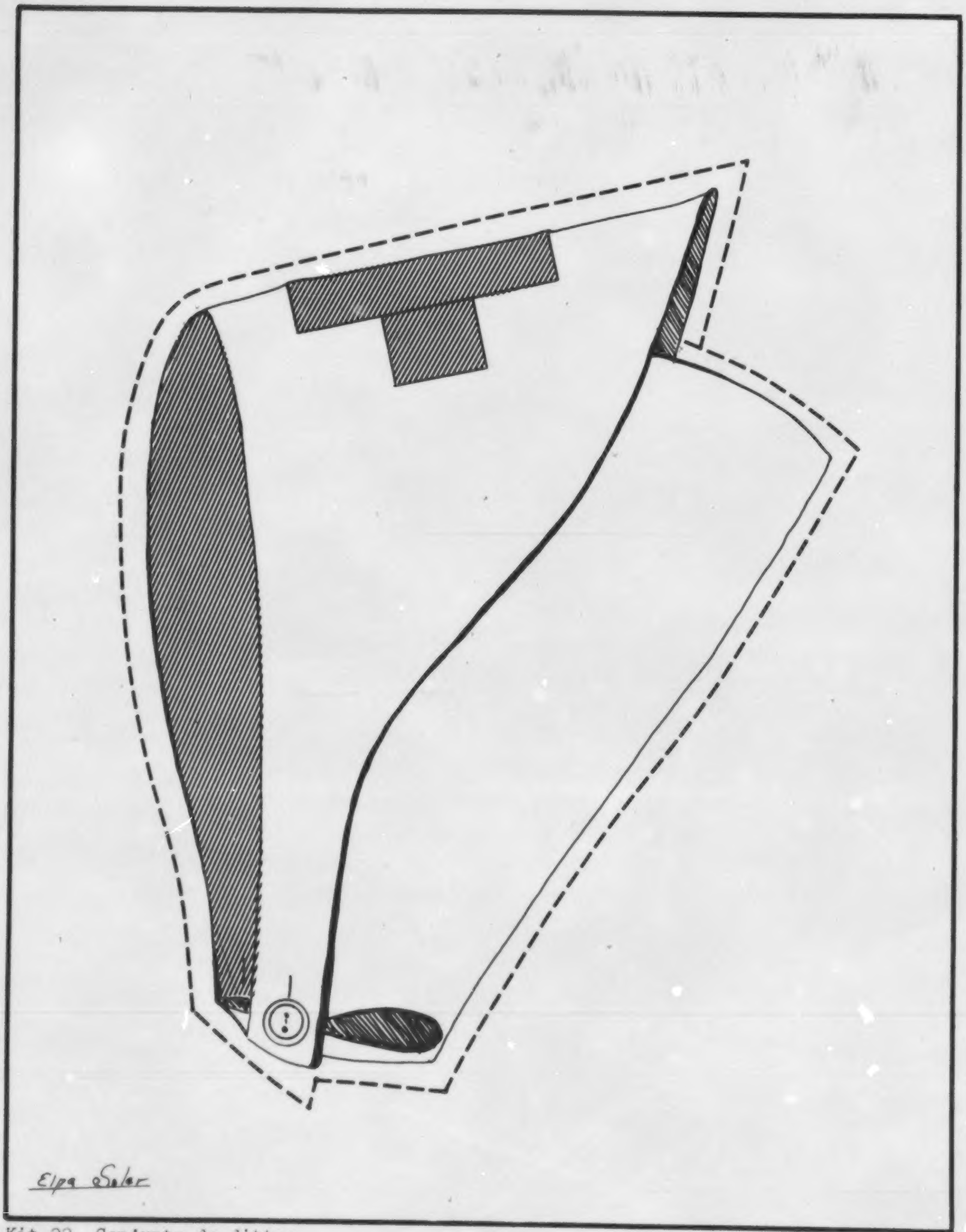




PÉGUESE AQUÍ A

CÓRTESE AQUÍ A





Elpa Soler

Kit 22, Conjunto de dittos

Para usar con Spanish SL Strand

1

Rigo y Gema llegan del ________________.

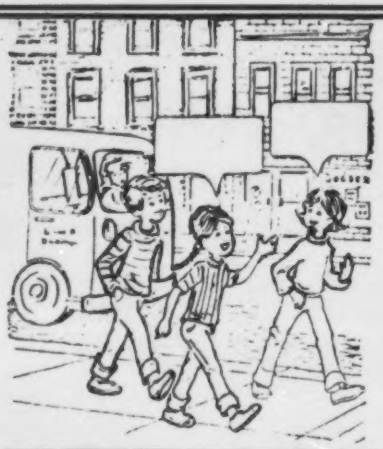
¡A __________ a caballo!

¡A recoger __________!

Rigo ____________ en el campo.

montar
manzanas
está pensando
campo

2

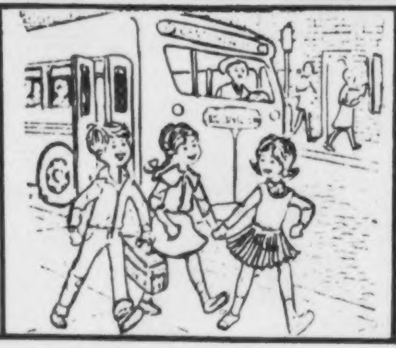


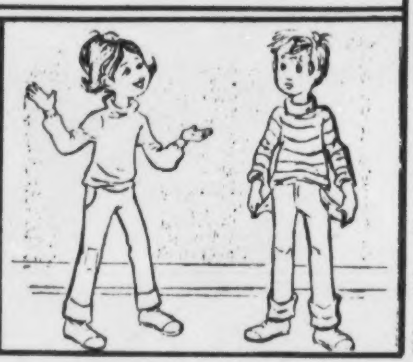
caer
¡A manzanas!
recoger

soy
No manzanas.
hay

3

Gisela está contenta.





1

La pelota cae en la

rama.

casa.

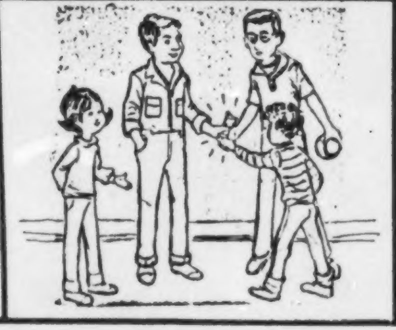
Llegan a casa de

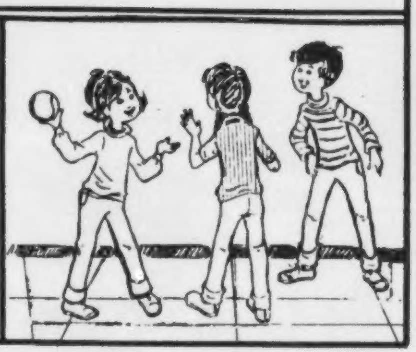
Gisela.

Gema.

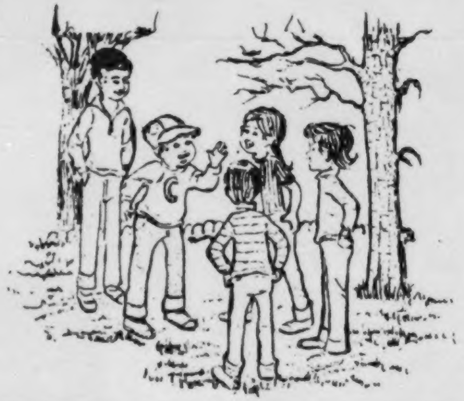
2

Rigo saca su dinero.





1



cuenta
Cheo les aventuras
trae

son
Se van Cheo.
con

2

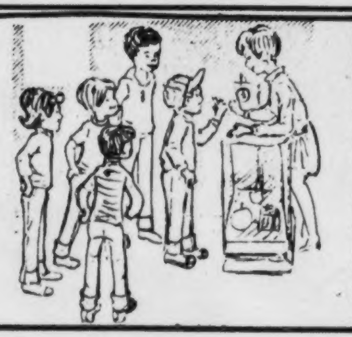
1. Cheo les cuenta aventuras.

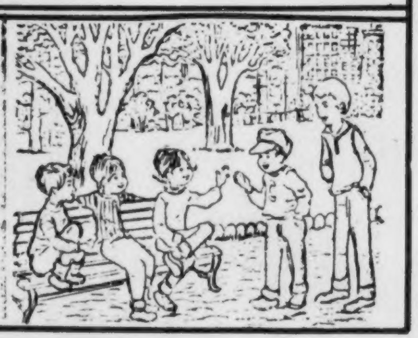
2. Rigo no tiene dinero.

3. Llegan del campo.

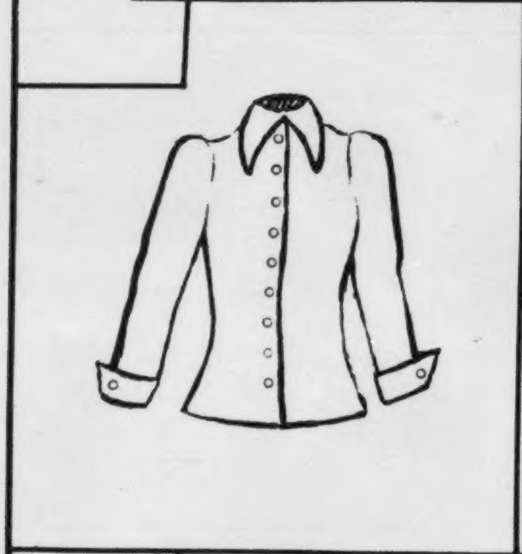
3

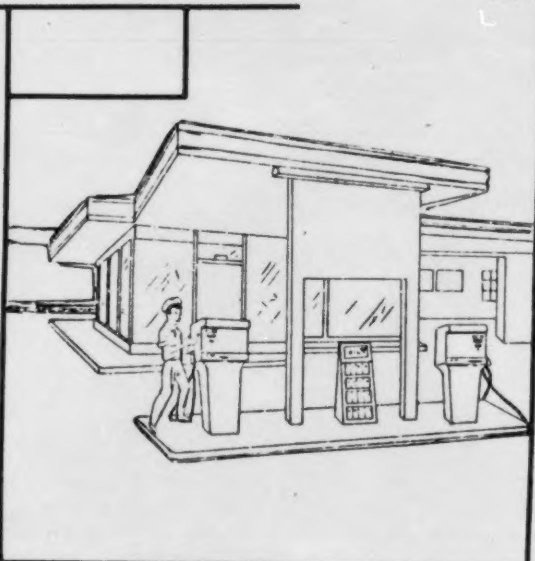
Cheo es un buen amigo.

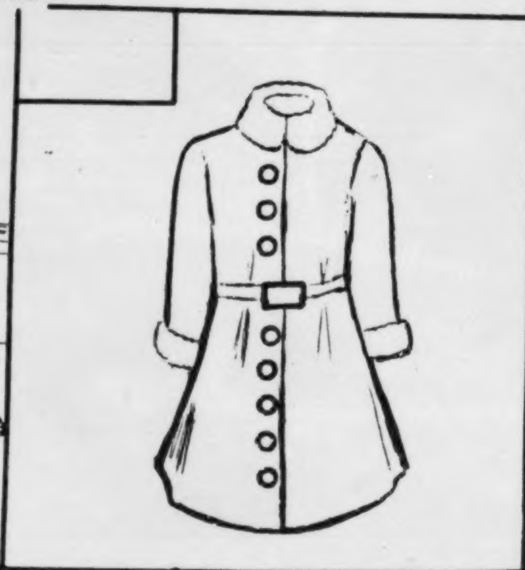


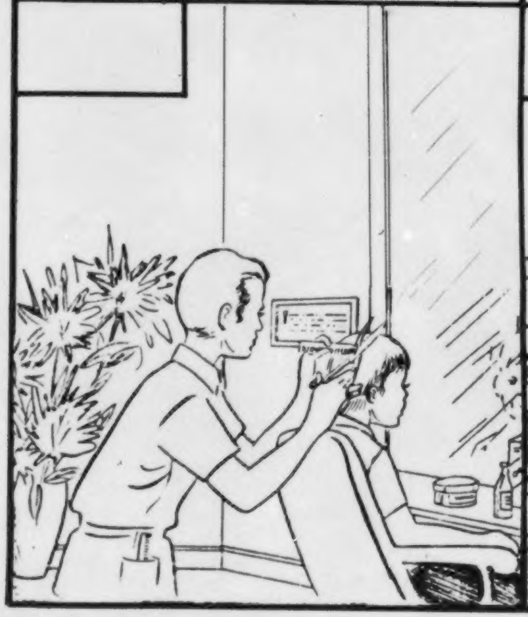


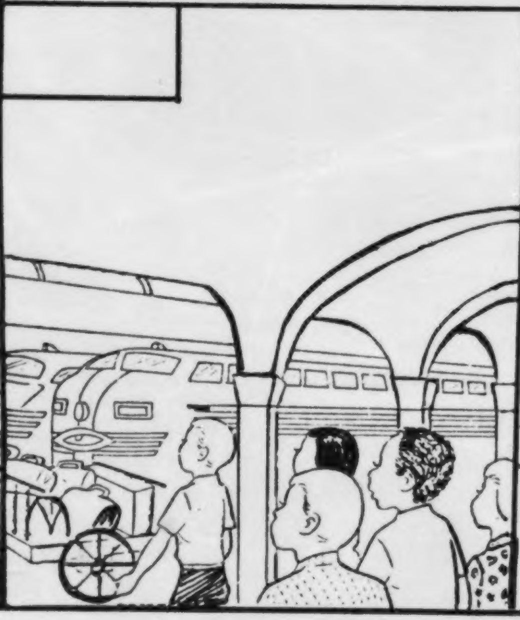
Nombre ____________________ Fecha ____________

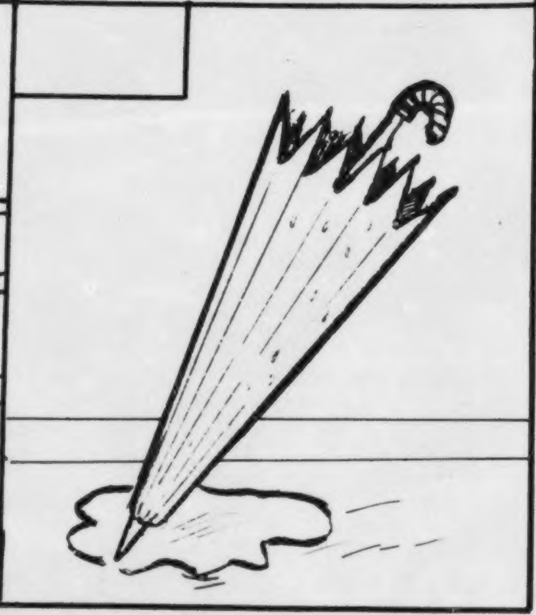












Kit 22, Conjunto de dittos

Para usar con Spanich SL Strand

Nombre________________________ Fecha ______________________________

caballo

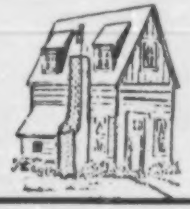
manzana

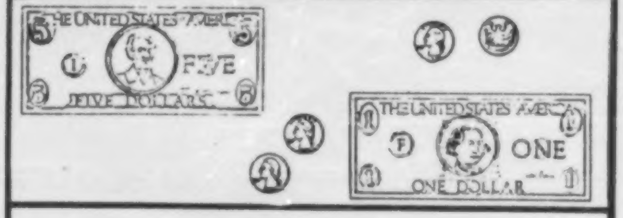
campo

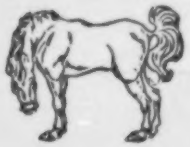
casa

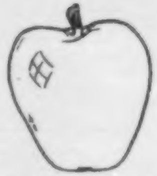
pelota

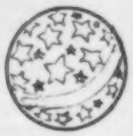
dinero




THE UNITED STATES AMERICA
FIVE
FIVE DOLLARS
THE UNITED STATES AMERICA
ONE
ONE DOLLAR







Kit 22, Conjunto de dittos

Para usar con Spanish SL Strand

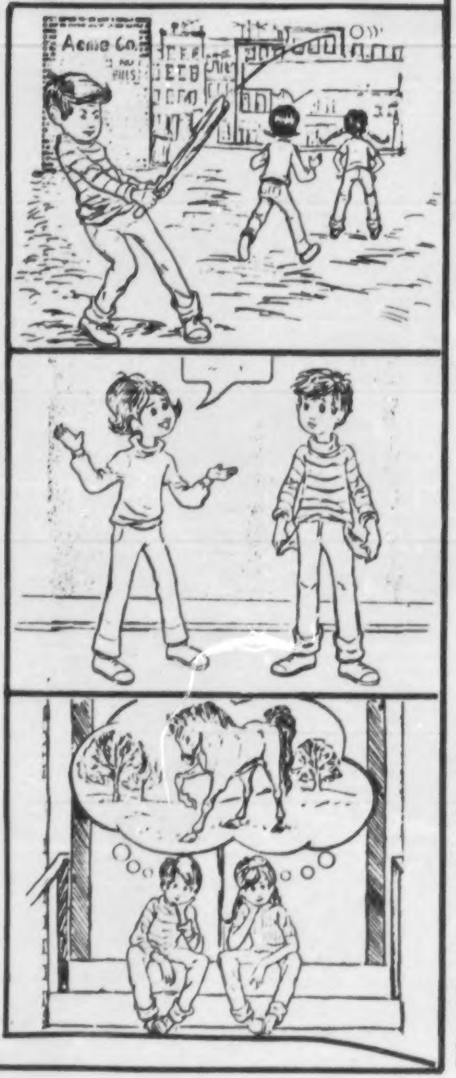
Nombre ____________________ Fecha ____________________

1. Rigo y Gema piensan en el campo.

2. Gisela está contenta.

3. Rigo no tiene dinero.

4. Rigo le da a la pelota.

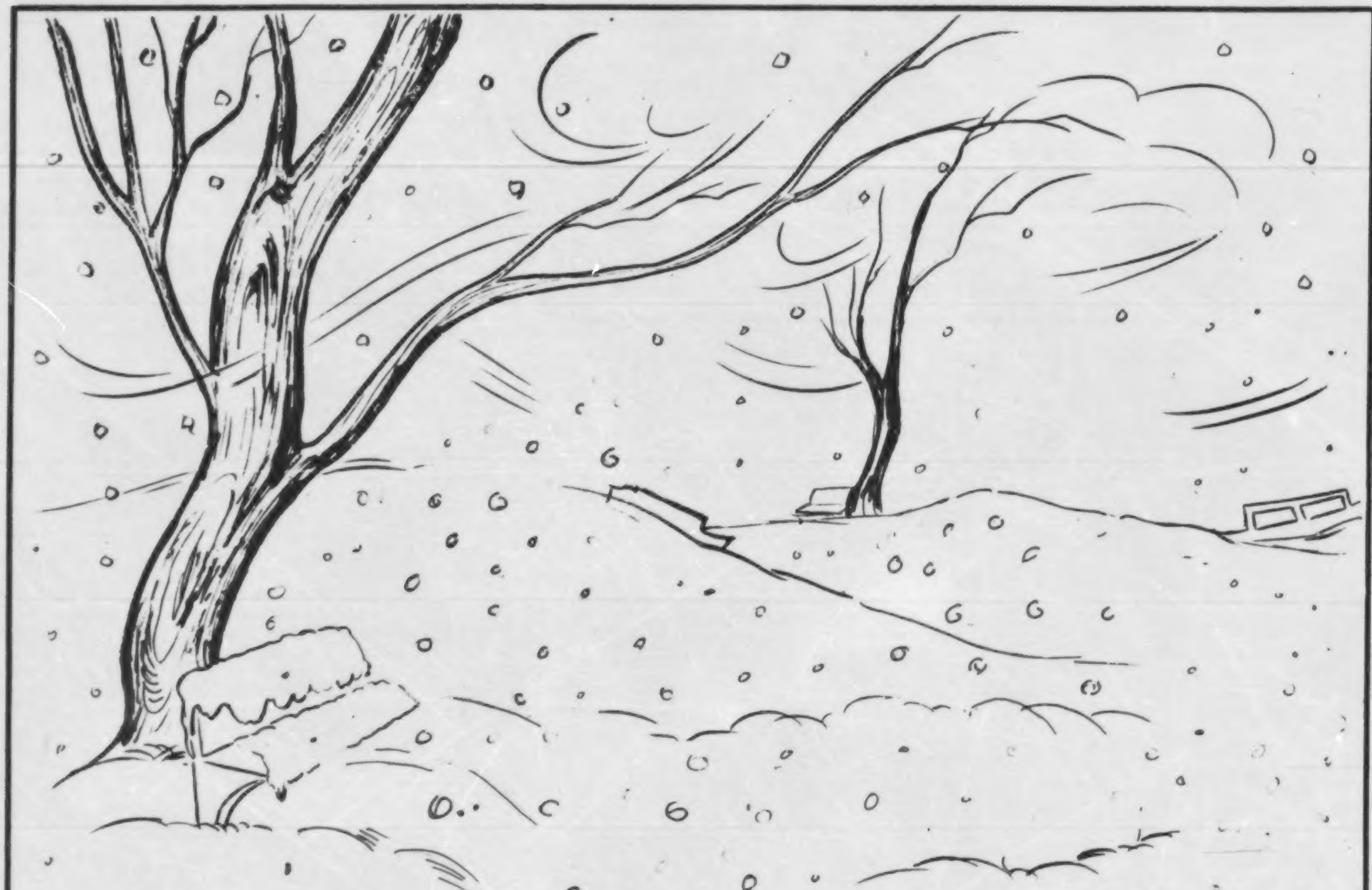


Kit 22, Conjunto de dittos

Para usar con Spanish SL Strand

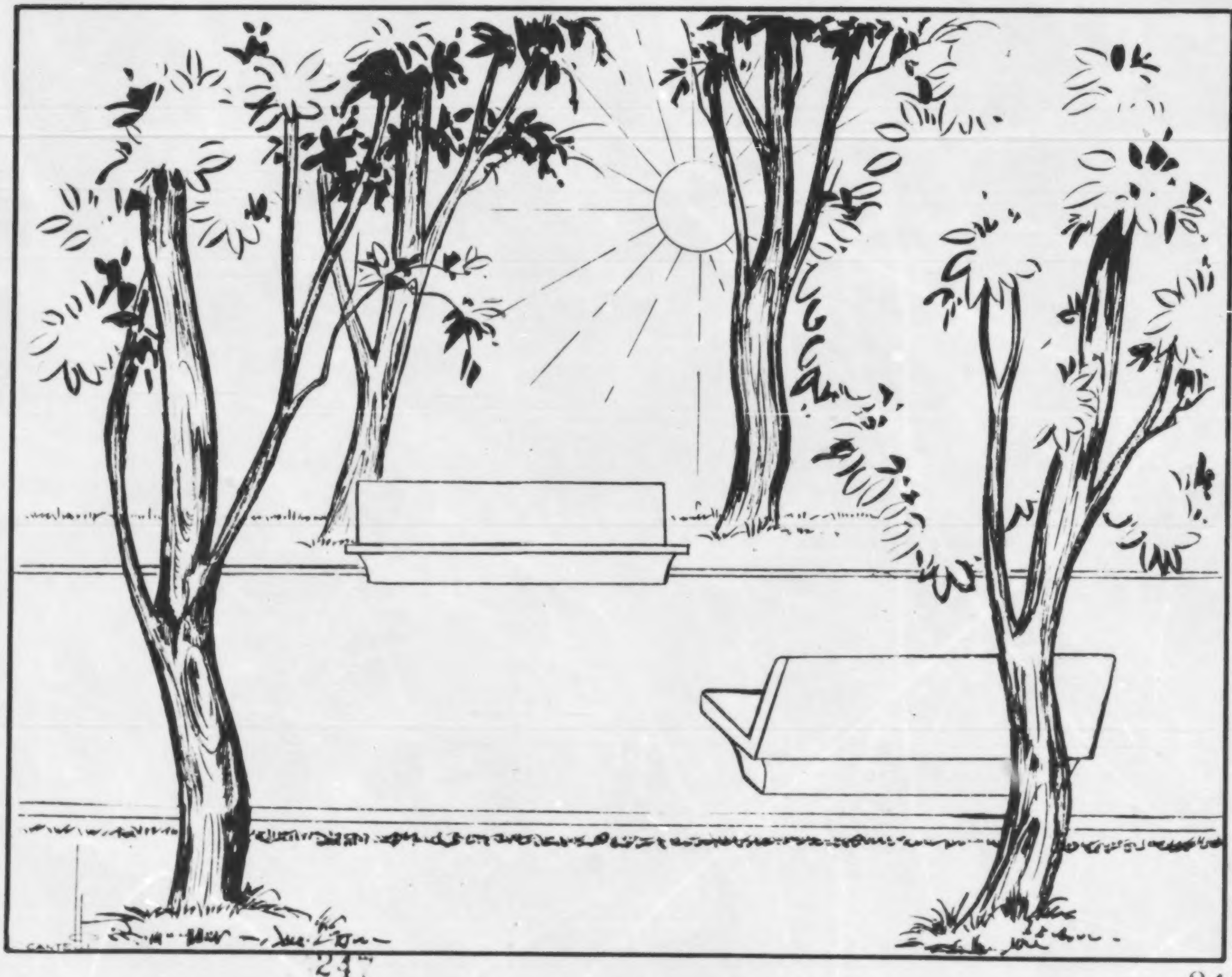
KIT 23

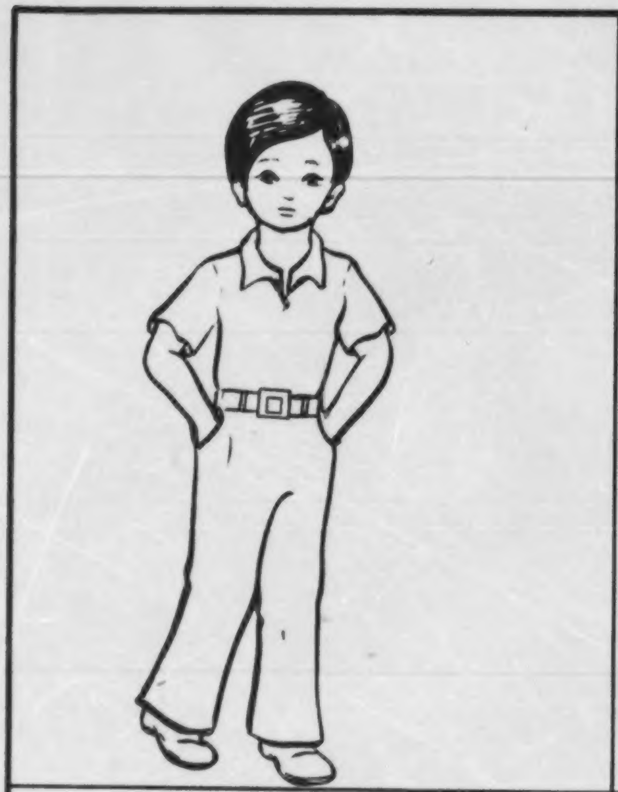
(Pages 35-64)

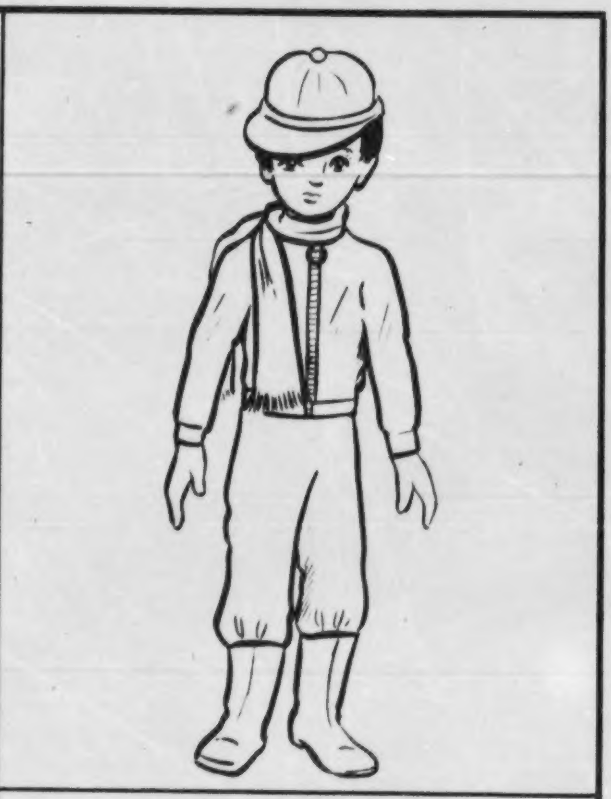


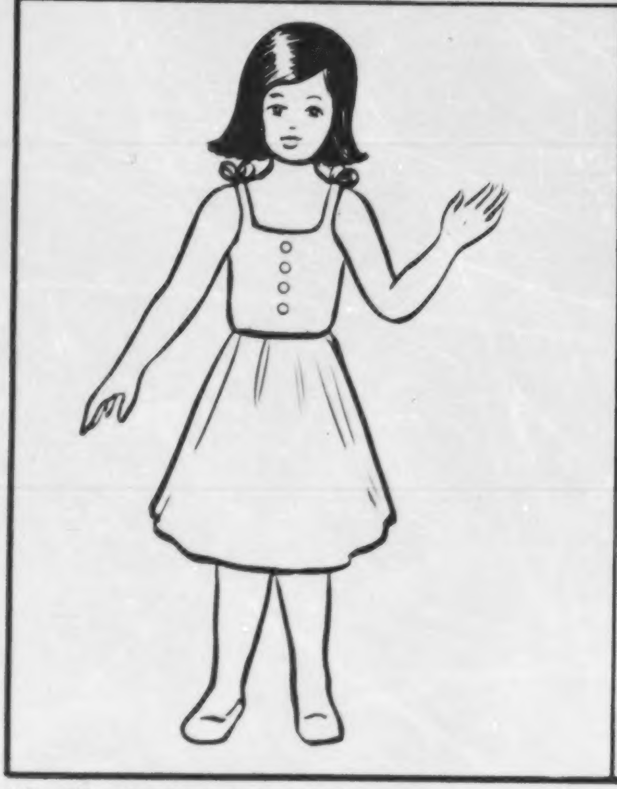
Kit 23, Conjunto de dittos

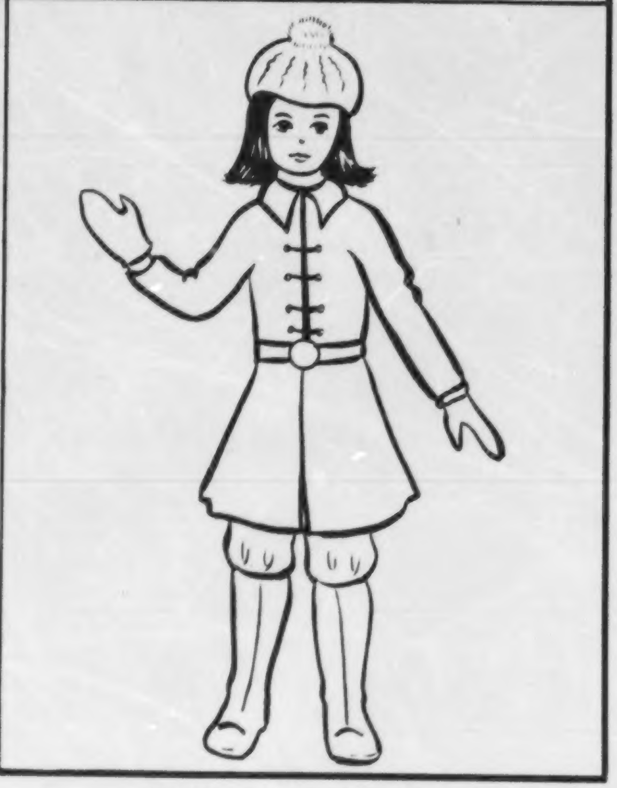
Para usar con Spanish SL Strand







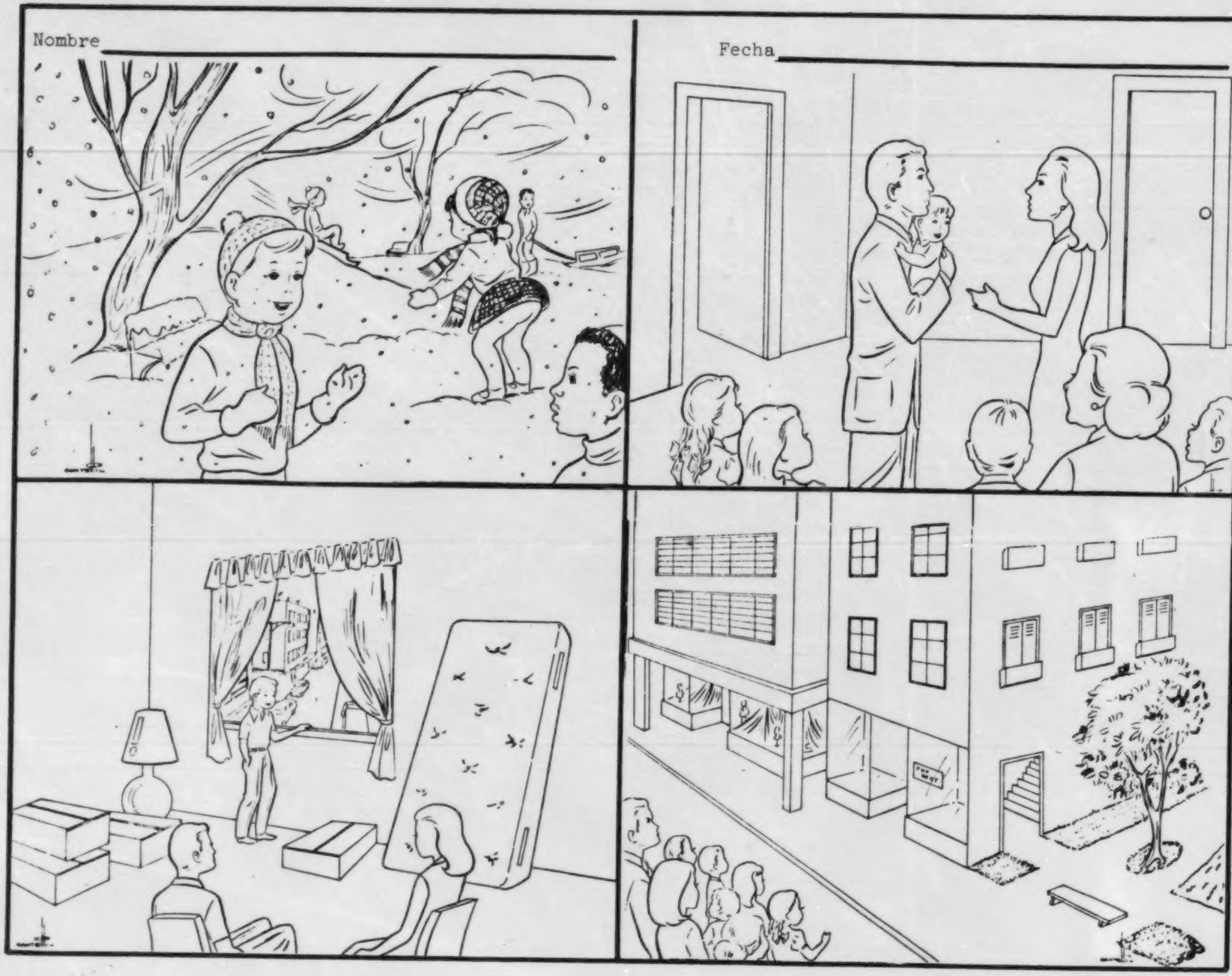




13 ○ 23	3 ○ 7
15 ○ 9	40 ○ 10
2 ○ 11	50 ○ 49
25 ○ 19	12 ○ 17

Nombre ____________________

Fecha ____________________



251

252

Para usar con Spanish SL Strand

Kit 23, Conjunto de dittos

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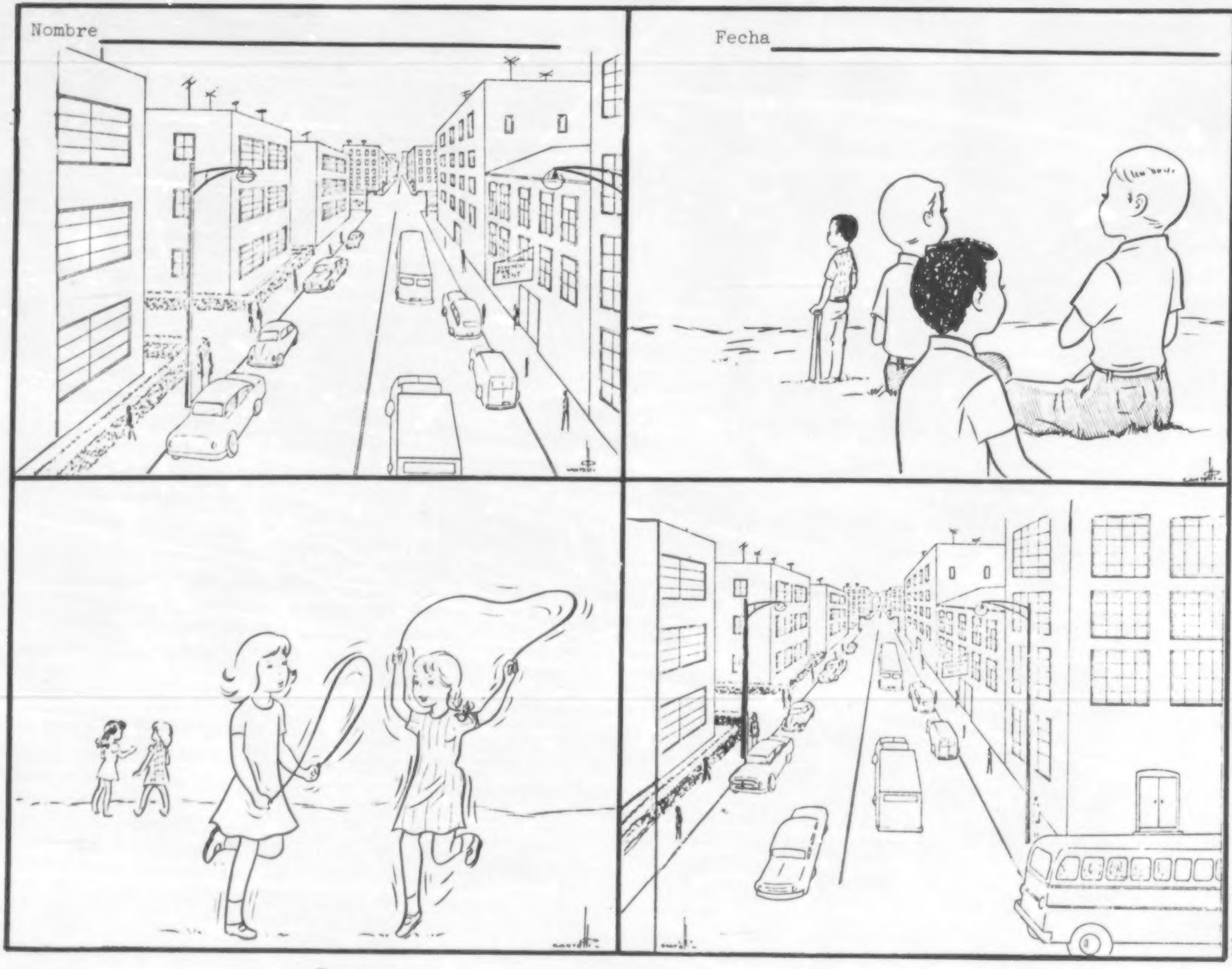
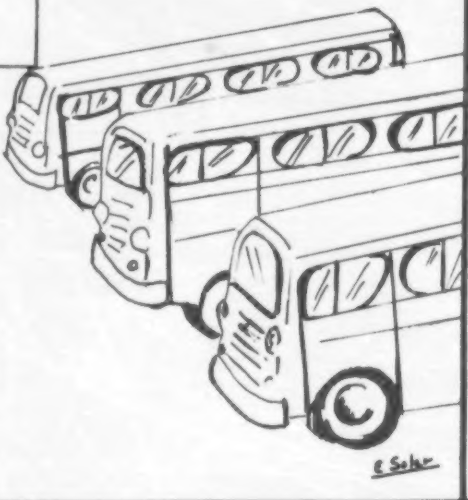
Fecha ____________________

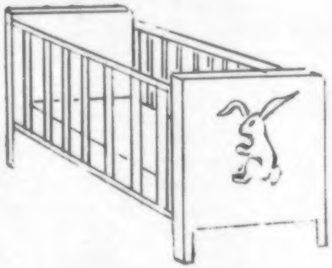


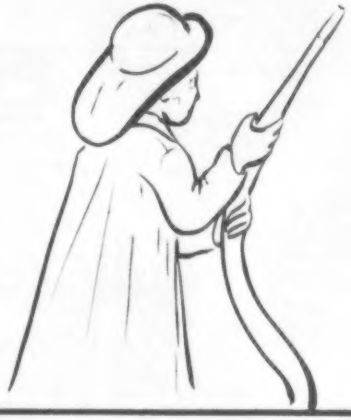
Para usar con Spanish SL Strand

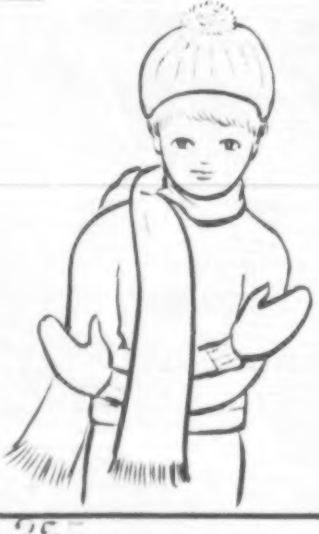
Kit 23, Conjunto de dittos

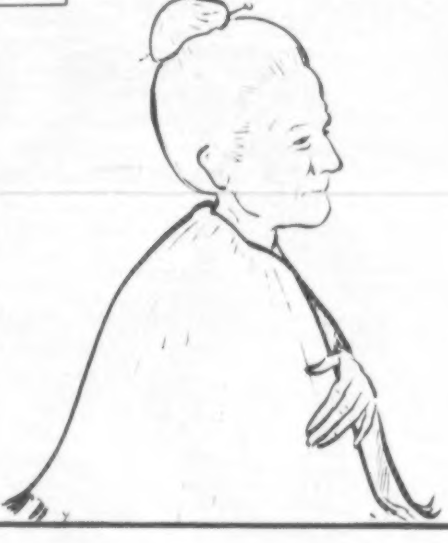
Nombre ____________________ Fecha ____________________

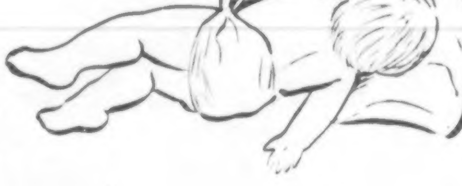












Kit 23, Conjunto de dittos

Para usar con Spanish SL Strand

KIT 24

(Pages 43-49)

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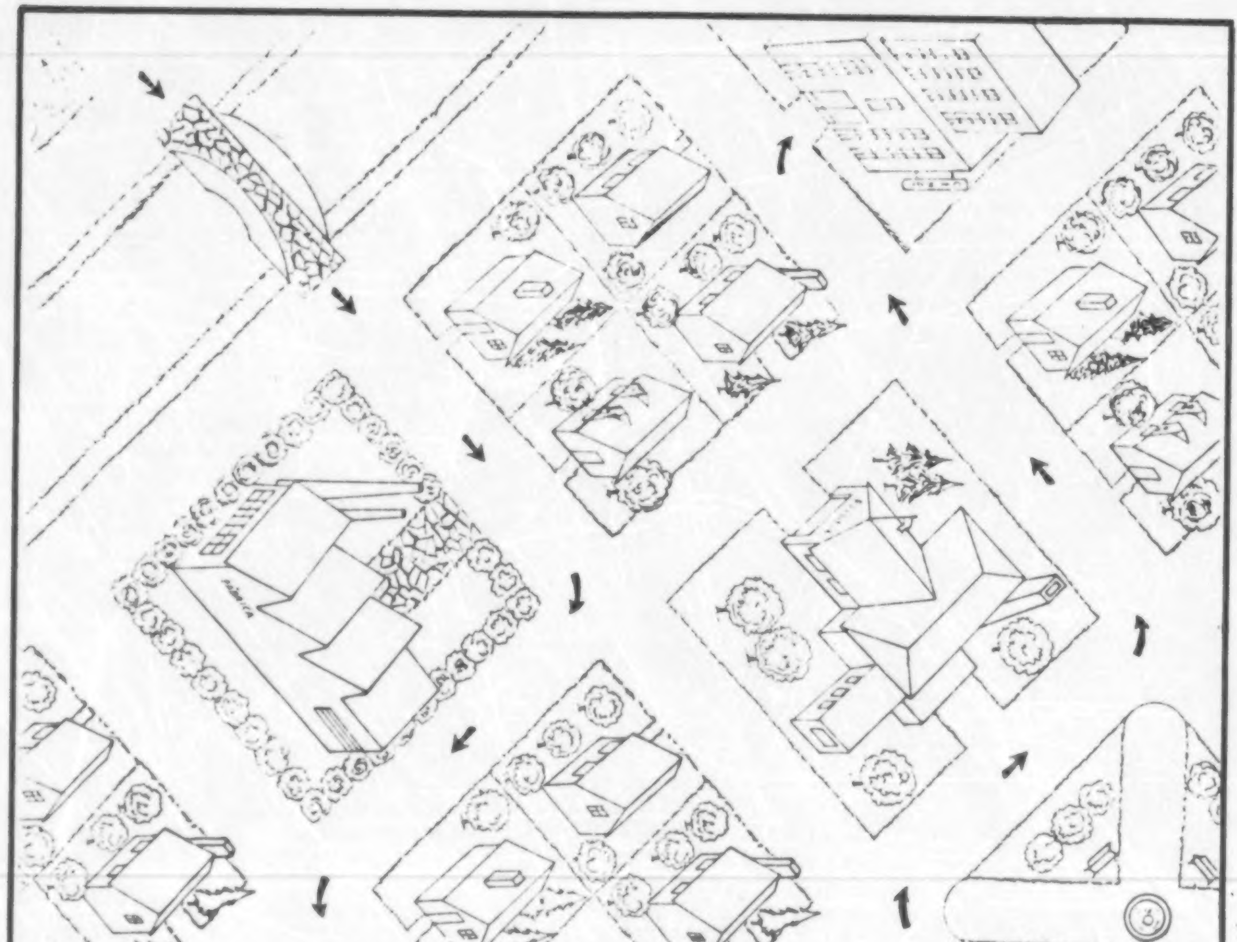


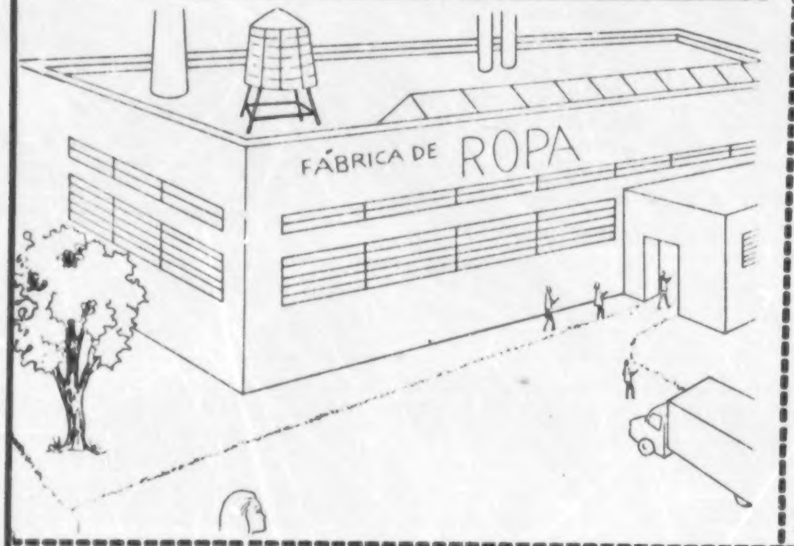
FÁBRICA
RESTAURANT
TIENDA

Kit 24, Conjunto de dittos

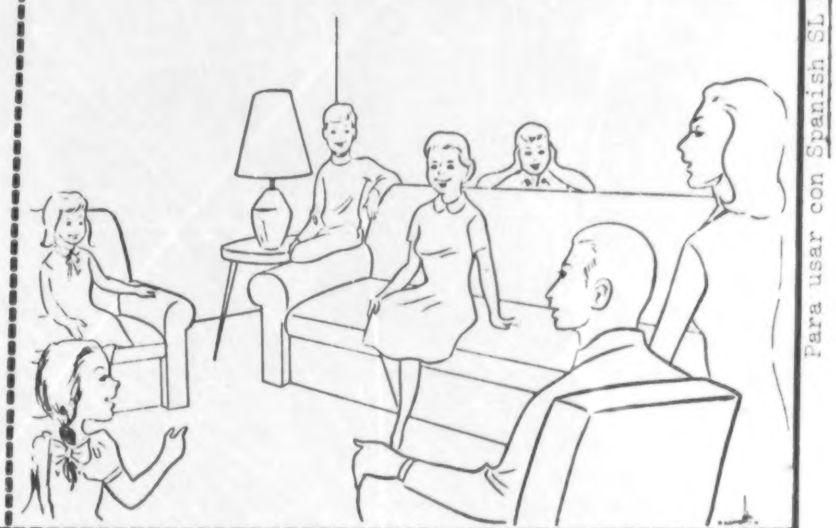
Para usar con Spanish SL Strand

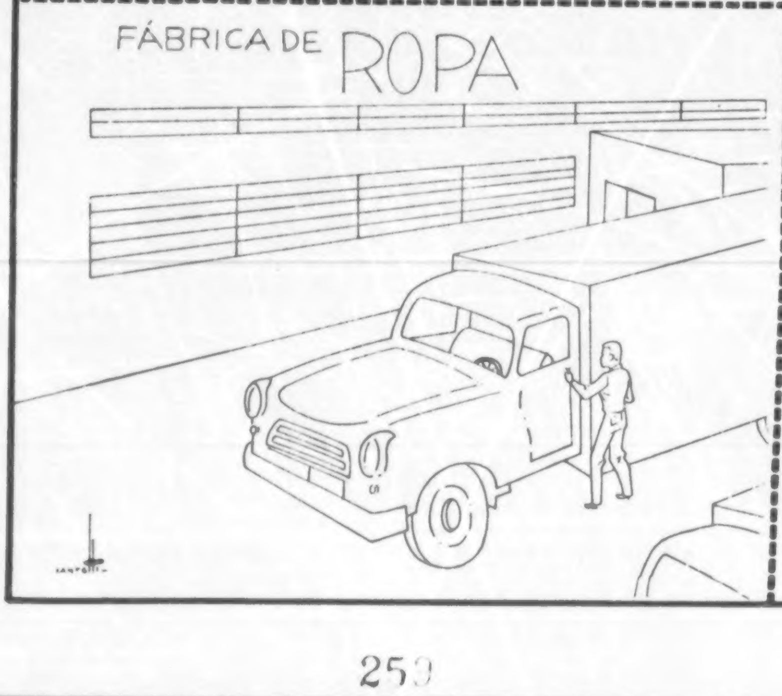
258

Nombre ______________________


FÁBRICA DE ROPA

Fecha ______________________

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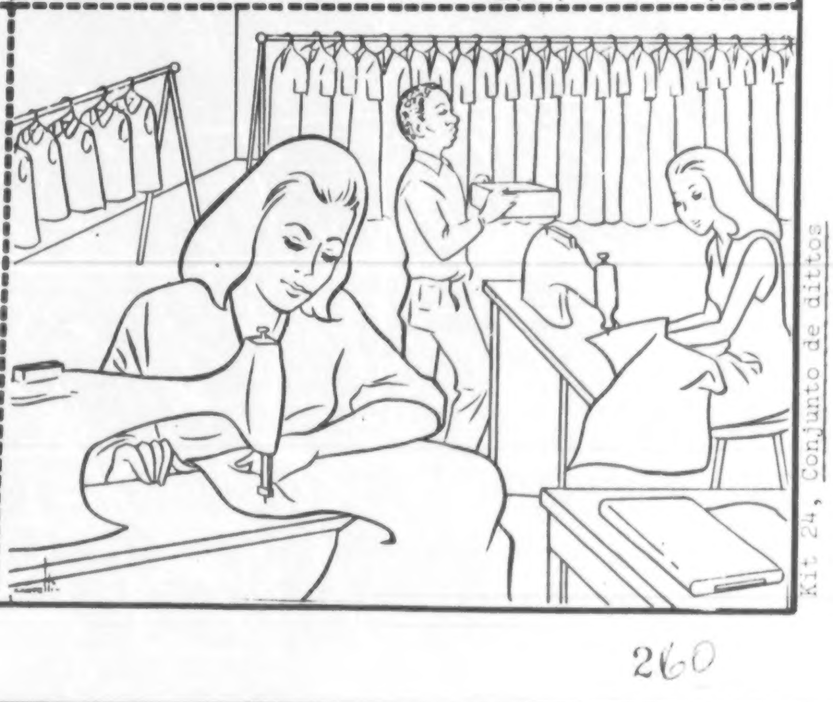
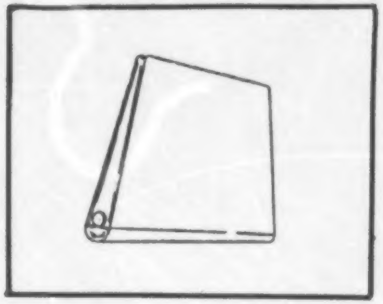


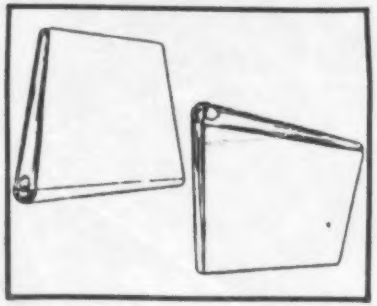
Para usar con Spanish SL Strand

Kit 24, Conjunto de dittos

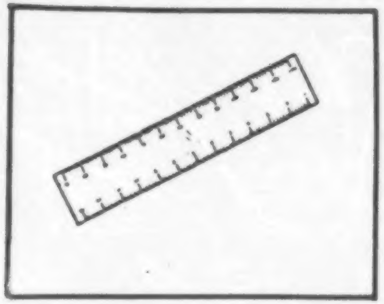
Nombre ______________________ Fecha ______________________

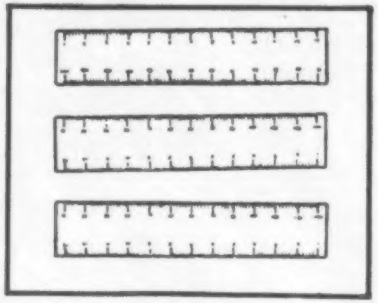
La mía



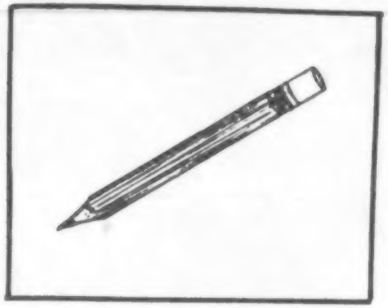


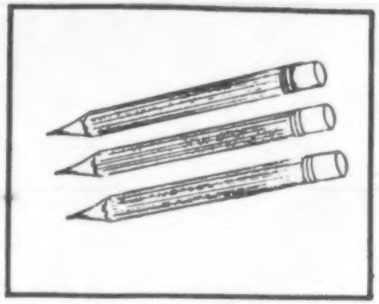
La tuya





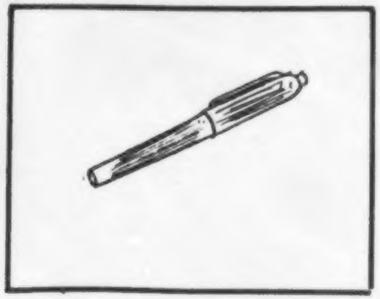
El tuyo

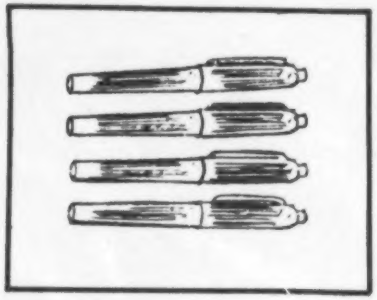




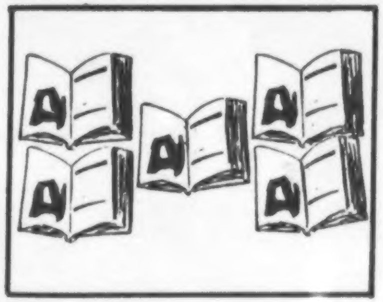
Nombre ______________________ Fecha ______________

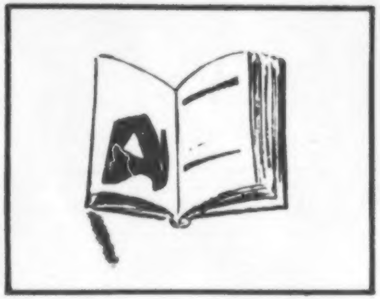
Las tuyas



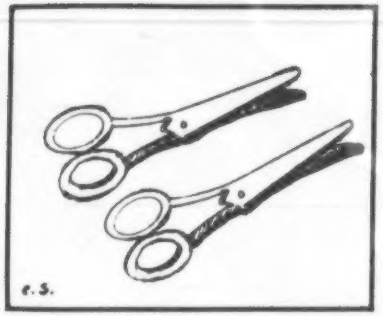


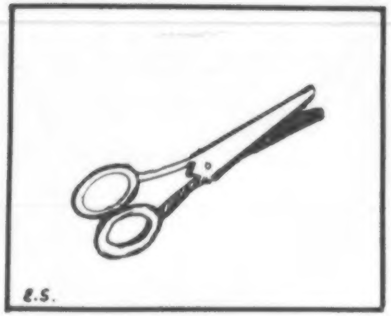
El mío





Las mías





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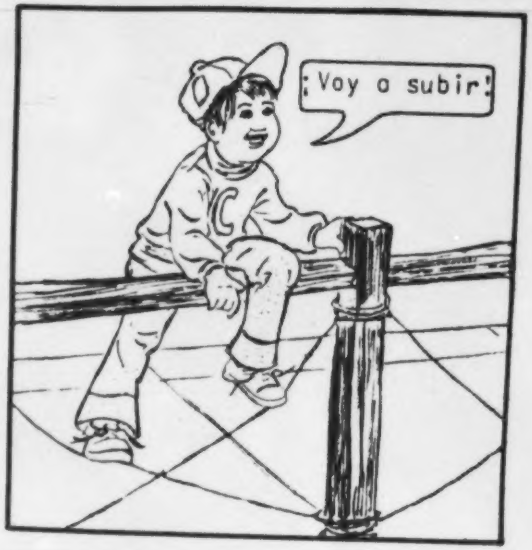
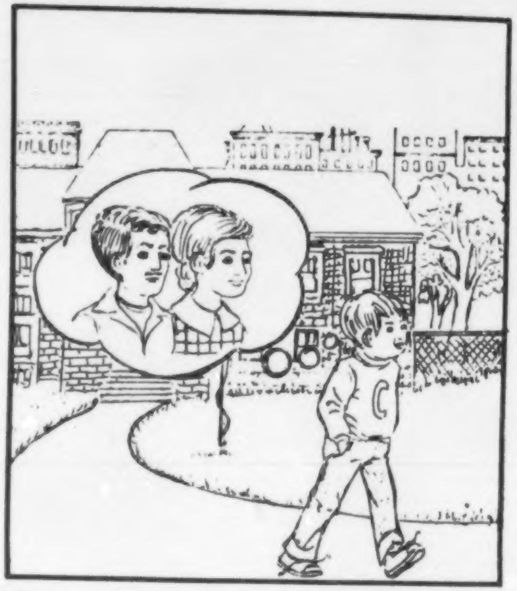


Se sube a la cerca.

Llega un perro grande.



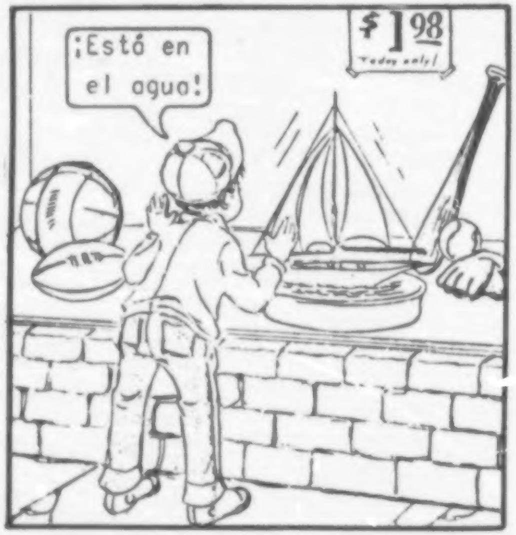
Está pensando en
mamá y papá.

El perro se va
con Cheo.

Kit 24, Conjunto de dittos

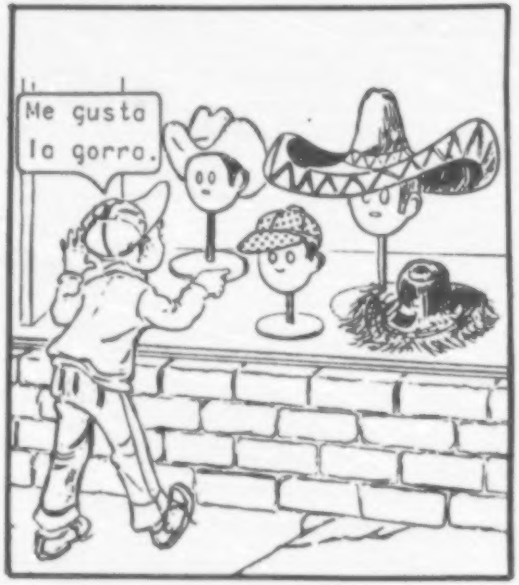
Para usar con Spanish SL Strand

Nombre ________________________ Fecha ________________________


¡Está en el agua!
$1 98
Today only!

Él mira un bote.

Él mira el muñeco.


Me gusta la gorra.

Pasa por la cerca.

Él mira la gorra.